

Elementary School

ELEMENTARY EDUCATION

(Grades Pre-K - 5)

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ELEMENTARY SCHOOL

(Grades Pre-K-5)

GRADING SYSTEM

The primary responsibility for determining each student's level of performance and ability to function academically is that of the classroom teacher. Curriculum expectations and subject areas are listed on the report card with a grading code used to denote progress of a student. The following grading system is to be used to determine the performance of students in the Sumter County School System.

Grades K-5

The following grading system will be used for grades Kindergarten through five*. Criteria applicable for these grades are listed. Transfer grades that come in solely as letter grades should have a numeric value assigned to them as follows: A/95, B/85, C/75, D/65, and F/59.

<u>GRADE</u>	<u>PERCENT</u>	<u>GRADE POINT VALUE</u>	<u>DEFINITION</u>
A	90-100	4.0	Outstanding Progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress
D	60-69	1.0	Unsatisfactory Progress
F	0-59	0	Failure
X	0	0	Incomplete

E - Excellent
 S - Satisfactory
 N - Needs Improvement
 U - Unsatisfactory

*Effective July 1, 2007

Kindergarten

Alpha grades and numerical grades will be used for the basic subjects of reading, math, and language arts. E, S, N, and U grades will be used for handwriting, process writing, music and physical education. The areas of science and social studies will be integrated with those of other subject areas using the county grading system for grading K-5.

Promotion will be based on the following criteria:

- Achieving a 70 or higher for the year in reading course work designated as on grade level
- Scoring at the 45th national percentile or higher on the SAT 10 in **Total Reading**
- Achieving a 70 or higher for the year in math course work designated as on grade level

Grade 1

Alpha grades and numerical grades will be used for the basic subjects of reading, math, and language arts. E, S, N, and U grades will be used for handwriting, process writing, music and physical education. In the areas of science, social studies, and spelling, schools have the option of integrating the grades with those of other subject areas or

using the county grading system for grades K-5.

Students will be required to attain two out of the three criteria for promotion in Reading:

- Mastering 70% or more of the Reading Next Generation Sunshine State Standards
- Achieving a 70 or better for the year in reading and be designated as on grade level
- Scoring at the 45th national percentile or higher on the SAT 10 in **Reading Comprehension**

AND

Students will be required to attain two out of the three criteria for promotion in Math:

- Mastering 70% or more of the Math Next Generation Sunshine State Standards
- Achieving a 70 or better for the year in math and be designated as on grade level
- Scoring at the 45th national percentile or higher on the SAT 10 in **Total Math**

Grade 2

Alpha grades and numerical grades will be used for the basic subjects of reading, math, language arts, and spelling. E, S, N, and U grades will be used for handwriting, physical education, music and process writing. In the areas of science and social studies, schools have the option of integrating the grades with those of other subject areas or using the county grading system for grades K-5.

Students will be required to attain two out of the three criteria for promotion in Reading:

- Mastering 70% or more of the Reading Next Generation Sunshine State Standards
- Achieving a 70 or better for the year in reading and be designated as on grade level
- Scoring at the 45th percentile national percentile or higher on the SAT 10 in **Reading Comprehension**

AND

Students will be required to attain two out of the three criteria for promotion in Math:

- Mastering 70% or more of the Math Next Generation Sunshine State Standards
- Achieving a 70 or better for the year in math and be designated as on grade level
- Scoring at the 45th national percentile or higher on the SAT 10 in **Total Math**

Grades 3 - 5

Alpha grades and numerical grades will be used for basic subject areas of reading, math, language arts, science, and social studies. In the area of spelling, schools have the option of integrating the spelling grade in with reading or using the county grading system for grades K-5. E, S, N, and U grades will be used for handwriting, physical education, music and process writing.

English Language Learner (ELL)

Students in the ESOL Program will be assigned grades using the grading system which is appropriate for the grade level. When students are working below grade level, satisfactory grades do not necessarily indicate that a student is achieving the course objectives as identified in the Sumter County adopted curriculum. When ELL students are working below grade level, it should be indicated on the report card.

HONOR ROLL

Honor rolls will be computed for grades 3-5 but are prohibited for grades K-2. Honor rolls shall include only those students who are working at or above grade level and who meet the grade requirement (B's or better). Students must receive no grade lower than S (satisfactory) when E, S, N, and U grades are used. Handwriting, music, PE, and

conduct grades will not be used as criteria for honor roll.

READING

Grade Level Determination

(Grades K-5)

In order for a student to be considered "on grade level", he/she is expected to have mastered a minimum of 70% of the skills introduced in the district adopted reading series. Special consideration may be given to English Language Learner (ELL) students who are enrolled in the Sumter County ESOL Program.

Reading Intervention Requirements

Any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) in reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

Reading Initiative

The Sumter School District shall establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to Tier 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative shall: be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum.

The district, through the READ Initiative, will ensure that all kindergarten and those students scoring in the lowest quartile in grades 1-3 as demonstrated on the SAT 10 in reading will be progress monitored and that the results are shared with teachers to assist in improving student performance.

MATHEMATICS

Grade Level Determination

(Grades K-5)

In order for a student to be considered "on grade level", he/she is expected to have mastered a minimum of 70% of the skills introduced in the district adopted math series. Special consideration may be given to English Language Learner (ELL) students who are enrolled in the Sumter County ESOL Program.

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PROMOTION

(Grades 3-5)

The following <u>shall be considered by the instructional staff</u> before a student is promoted:	GRADE LEVEL 3-5
1. Made satisfactory progress in reading for student's grade level assignment as identified in the Next Generation Sunshine State Standards.	X
2. Made satisfactory progress in language arts for student's grade level assignment as identified in the Next Generation Sunshine State Standards.	X
3. Made satisfactory progress in mathematics for a student's grade level assignment as identified in the Next Generation Sunshine State Standards.	X
4. Made satisfactory progress in science for student's grade level assignment as identified in the Next Generation Sunshine State Standards.	X
5. Made satisfactory progress in process writing.	X
6. Made satisfactory progress based on school, district, and state assessments.	X
7. Made satisfactory progress in classroom and homework.	X

RETENTION

(Grades 3-5)

Retention is the assignment of a student to repeat the same grade level for the next school year. A copy of the parent notification shall be placed in the student's cumulative record.

The following <u>shall be considered by the instructional staff</u> before a student is retained:	GRADE LEVEL 3-5
1. Has <u>not</u> made satisfactory progress in reading/language arts for student's grade level assignment as identified in the Next Generation Sunshine State Standards.	X
2. Has <u>not</u> made satisfactory progress in mathematics for student's grade level assignment as identified in the Next Generation Sunshine State Standards.	X
3. Has <u>not</u> made satisfactory progress in science for a student's grade level assignment as identified in the Next Generation Sunshine State Standards.	X
4. Has <u>not</u> made satisfactory progress process writing.	X
5. Has <u>not</u> made satisfactory progress based on school, district, and state assessments	X
6. Has <u>not</u> made satisfactory progress in classroom and homework.	X
7. Teacher's professional judgment which indicates that it is in the child's best interest to be retained.	X

*See general section for Promotion/Placement of home education students.

** If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the FCAT in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for good cause (see "Good Cause" in the general section).

REPORTING TO PARENTS

Each elementary school principal must notify the parent of each student who scores at Level 4 or Level 5 on FCAT Reading or FCAT Mathematics of the option for the student to take accelerated courses through Sumter Virtual School.

Each elementary school shall regularly assess the reading ability of each K-3 student. Scores from achievement and assessment tests shall be communicated to parents or guardians. Each school is to establish

procedures for notification of parents or guardians, as required by Board policy, when it is apparent that a student is not making satisfactory progress towards promotion and may need a Progress Monitoring Plan (PMP), special placement, or retention. The parent shall be consulted in the development of the Progress Monitoring Plan (PMP). Written acknowledgment of such notification should be obtained if possible.

The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified in writing, in terms understandable to the parent, of the following:

1. That the student has been identified as having a substantial reading deficiency and the description and explanation of the nature of the student's difficulty
2. A description of the current services that are provided to the student
3. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency
4. That if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempted from mandatory retention for good cause
5. Strategies for parents to use in helping their child succeed in reading proficiency
6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion

When the decision has been made to retain or recommend other placement of a student, parents or guardians shall be notified in writing. Prior to the retention of a student, a parent conference is desirable. The principal shall approve each retention or other placement of student.

The school district shall provide written notification to the parent of any third grade student who is retained because of a reading deficiency that his or her child has not met requirements for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Report Cards

When a student is working on or above grade level, satisfactory grades on a report card should indicate that a student is achieving the course objectives identified in the Sumter County adopted curriculum programs for that grade level.

When a student is working below grade level, satisfactory grades do not necessarily indicate that a student is achieving the course objectives as identified in the Sumter County adopted curriculum for that grade level. Report card grades for subject areas in which the student is performing below grade level will be identified using an asterisk (*).

ORIGINAL ENTRY ASSESSMENT

All kindergarten students will be administered the state approved screening instrument within the first 30 days upon entry into kindergarten.

ACADEMIC INTERVENTION

For students who are not making satisfactory progress, a variety of interventions may be utilized at the school level in increasing intensity dependent upon individual student need. These may include but are not limited to the following:

1. Implementation of Progress Monitoring Plan (PMP)
2. Flexible grouping within existing classes
3. Remedial and accelerated learning opportunities
4. Summer School program (if offered)
5. Extended day program (if offered)
6. ESOL strategies
7. Alternative assignments/placements
8. Computer based instruction
9. Modified instructional design
10. Any intervention listed on school level RTI pyramid of Tier 1 interventions
11. Referral to Teamwork Intervention Problem Solving (TIPS) Team for development of Tier 2 and Tier 3 interventions
12. Alternative assignments/placements
13. Placement by the School Board for "good cause"
14. Referral to Exceptional Student Education program
15. Retention

SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE READERS

Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

The Sumter County School District shall conduct a review of PMP's for all retained third grade students who did not score above Level 2 on FCAT Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. The Sumter County School District shall require a student reading portfolio that documents the student's reading proficiency by evidence of mastery of benchmarks as well as results of diagnostics and progress monitoring to be completed for each retained third grade student (Tier 2).

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps.

The Sumter School District shall implement a policy for the mid-year promotion of any third grade student who has been retained twice in third grade (Tier 3) and who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating these third grade students may include subsequent assessments, alternative assessments, and portfolio review in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency by scoring at 45th percentile or above on the grade 4 SAT 10 or meeting the fourth grade reading portfolio requirements as determined by the State Board.

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The Sumter County School District shall provide retained third grade students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

The Sumter County School District shall provide retained third grade students with at least one of the following instructional options: supplemental tutoring in research-based reading services; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/or a mentor or tutor with specialized reading training. Strategies for parents to use in helping their child succeed in reading proficiency could include but not be limited to the following: Accelerated Reader, newsletters targeting reading strategies, workshops, and school-based curricular activities targeting reading.

INTENSIVE ACCELERATION CLASS FOR RETAINED THIRD GRADE READERS

The Sumter School District shall establish at each applicable school an Intensive Acceleration Class (IAC) provided to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC must: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas; use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including use of a speech language therapist; and utilize weekly progress monitoring measures.

TRANSITIONAL INSTRUCTIONAL SETTING

Tier 3 retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE READERS- REPORTING

The Sumter County District shall report on the progress of students in the IAC to the Department of Education at the end of the first semester. To implement this requirement, the administration of the grade three probes from the Florida Assessment for Instruction in Reading (FAIR) along with the Progress Monitoring and Reporting Network (PMRN) will be required for these students. The Sumter County School District shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented. The intensive interventions and supports that are being provided to third grade students who scored Level 1 on the prior year FCAT Reading and were retained may include:

- Intensive targeted curriculum
- Additional direct reading instructional time
- Extended day reading instruction
- Computer-assisted instruction
- Frequent progress monitoring
- Staff development focusing on reading and assisting students with reading deficiencies
- Lower teacher-student ratio
- Monitoring of reading portfolios

- Utilization of mentors and volunteers

ELEMENTARY AFTER SCHOOL/EXTENDED DAY PROGRAM

After School/Extended Day Instruction

After School Instruction/Extended Day programs may be provided at any grade level, dependent upon the school's plan for providing remedial instruction and availability of funding.

ACCELERATION

(Grades K-5)

Acceleration is the assignment of a student to a higher grade level or instructional level when state and/or district criteria for this assignment have been met. The student's cumulative record shall indicate the assignment of accelerated placement.

The following criteria shall be considered to determine if a student is eligible to be accelerated a full year or part of a year.	GRADE LEVEL					
	K	1	2	3	4	5
• Exceptionally high achievement.	X	X	X	X	X	X
• Evidence that the student will benefit more academically, socially, and emotionally from the advanced placement than from one based on chronological age.	X	X	X	X	X	X
• Parent or guardian's permission and principal's recommendation and submission of empirical data to support the recommendation.	X	X	X	X	X	X
• Approval of Superintendent	X	X	X	X	X	X

VOLUNTARY PREKINDERGARTEN

Students who meet eligibility requirements may be served in the Voluntary Pre-Kindergarten Program (VPK) provided space is available. Students must be four years old by September 1 and have proof of Florida residency. Students who are eligible for kindergarten may not enroll in pre-kindergarten.

ATTENDANCE

For definitions of excused and unexcused absences, see "Attendance" in the General Section.