

MIDDLE SCHOOL

(Grades 6-8)

MIDDLE SCHOOL (Grades 6 - 8)

Academic Intervention35

Acceleration34

Accelerated High School Graduation Options31

Alternatives for Assistance/Promotion Re-Evaluation34

Attendance31

General Requirements for Middle Grades Promotion29

Grade Level Determination33

Grading System29

Level I Courses35

Mathematics Remediation33

Participation in Competition34

Promotion/Placement of Students31

Promotion Criteria31

Reading Intervention Requirements32

Reporting to Parents33

Required Content35

Summer School/Extended Day Attendance36

Summer School/Extended Day Grading/Reporting to Parents36

Summer School/Extended Day Instruction36

Summer School/Extended Day Program36

Summer School/Extended Day Program Alternatives36

STUDENT PROGRESSION PLAN

MIDDLE SCHOOL
(Grades 6-8)

GRADING SYSTEM

The primary responsibility for determining each student's level of performance and ability to function academically is that of the classroom teacher. The following grading system is to be used in relation to determining the performance of students in the Sumter School System. Teachers should be cautious when giving grades, taking into consideration appropriate expectations for each grade level. A student who is in danger of retention may be required to attend an after school program or other approved remediation program and must have grades that provide a basis for this decision. 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	Lowest Acceptable Progress
F	0-59	0	Failure
*I	0	0	Incomplete

* A plan must be developed with the student to complete work. Failure to complete work in a specific time will result in a grade of "F".

Regular letter grades will be given for all classes including enrichment, exploratory, or "wheel" classes.

General Requirements for Middle Grades Promotion

Promotion to 9th grade requires that students must successfully complete academic courses as follows:

1. **English**- Three middle school or higher courses which must emphasize literature, composition, and technical text.
2. **Mathematics**- Three middle school or higher courses (only one of which can be Intensive Math)- each middle school must offer at least one high school-level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent on the end-of course (EOC) assessment.
 - Beginning with the 2011-2012 school year, to earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC assessment.
 - Beginning with the 2012-2013 school year, to earn high school credit for Geometry, a middle school student must pass the Geometry EOC assessment.
3. **Social Studies**- Three middle school or higher courses- one semester of which courses must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government;

and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence, and the Constitution of the United States.

During the 2012-2013 school year, an end-of-course assessment in civics education shall be administered as a field test at the middle school level. During the 2013-2014 school year, each student's performance on the statewide, standardized end-of-course assessment in civics education shall constitute 30 percent of the student's final course grade. Beginning with the 2014-2015 school year, a student must earn a passing score on the end-of-course assessment in civics education in order to pass the course and be promoted from the middle grades.

4. **Science**- 3 middle school or higher courses
Statewide, standardized end-of-course assessments in Mathematics and Science will be administered to students based on when the student completes the applicable curriculum (such as Algebra 1 or Biology 1). This means that some students may be required to take more than one statewide assessment for a given grade-level (e.g. having to take both the Grade 8 FCAT 2.0 Mathematics and an Algebra 1 EOC assessment).
5. **Career and Education Planning**- to be completed in 7th or 8th grade
The course must be taught by a member of the instructional staff and must include, but is not limited to, the following components:
 - Career exploration using Florida CHOICES or a comparable cost-effective program
 - Educational planning using the online student advising system Florida Academic Counseling and Tracking for Students (FACTS) at the internet website www.facts.org and must result in the completion of a personalized academic and career plan. The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, dual enrollment, career academy opportunities, and courses that lead to national industry certification. Each student must use this plan to complete an electronic personal education plan (ePEP) that must be signed by the student, the student's instructor or guidance counselor, and the student's parent.
 - **Parental Notification**- Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.
6. **Physical Education**- A minimum of one semester of physical education is required each year for students enrolled in grades 6-8. The following waiver options are available:
 - The student is enrolled or required to enroll in a remedial course
 - The student's parent indicates in writing to the school that:
 - a) the parent requests that the student enroll in another course from among those courses offered as options by the school district;
 -OR-
 - b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
7. **Reading**- Three middle school courses- Sumter County requires that middle school students successfully complete a reading course at each grade level.

PROMOTION/PLACEMENT OF STUDENTS

Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements.

Promotion Criteria			
The following criteria shall be considered to determine promotion:	Grade 6	Grade 7	Grade 8
Received a yearly passing grade in all five of the major academic subjects including language arts, mathematics, reading, science, and social studies.	X	X	X
*Achieved a 4.0 or better score on the FCAT Writing or Sumter Writes!			X
Students entering high school as 9 th graders in 09-10 school year and thereafter must also receive a passing grade in a semester long career and education planning course in which they create an electronic Personal Education Plan (ePEP)			X

*In the event FCAT Writes scores are unavailable by end of school year, Sumter Writes and/or teacher judgment should be used for this criteria.

See General Information Section for Promotion/Placement of home education students.

ACCELERATED HIGH SCHOOL GRADUATION OPTIONS

Students may take Algebra I Honors in the 8th grade which may be used to satisfy one (1) credit of high school math toward graduation requirements and/or Florida Academic Scholars award requirements. **To earn high school credit for Algebra I or equivalent course taken in middle school, the student must achieve a passing score on the state Algebra I end-of-course assessment.**

Students may also take Spanish I for high school credit where it is offered. Middle school students who take high school courses for high school credit who get a grade of "C", "D", or "F", must have their grade replaced with a "C" or higher in a comparable course. In all middle and high school cases, only the new grade shall be used in the calculation of the student's grade point average.

All students in grades 6-9 and their parents will be notified of the new Florida Statutes graduation requirements along with the appropriate curriculum for students and parents to select the post secondary education or career plan that best fits their needs.

ATTENDANCE

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

READING INTERVENTION REQUIREMENTS

- a) Middle school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.
- b) Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). Teachers of sixth grade students may be certified in Elementary Education. In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This intervention course should include on a daily basis:
1. Whole group explicit instruction;
 2. Small group differentiated instruction;
 3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
 4. Integration of Next Generation Sunshine State Standard (NGSSS) benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.); and
 5. A focus on informational text at a ratio matching FCAT; and
 6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.
- c) Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading.
- d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the one hundred fifty (150) hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12, or complete the Next Generation Content Area Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:
1. Whole group explicit instruction;
 2. Small group differentiated instruction;
 3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
 4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);
 5. A focus on informational text at a ratio matching FCAT; and
 6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

- e) Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.
- f) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.
- g) One of the following courses, as listed in the Course Code Directory, must be used to provide reading intervention to all middle school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):
 - 1. 1000000 M/J INTENSIVE LANGUAGE ARTS
 - 2. 1000010 M/J INTENSIVE READING
 - 3. 1000020 M/J INTENSIVE READING & CAREER PLANNING
 - 4. 1002181 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)
 - 5. 7810020 READING: 6-8

Note: See Appendix 19 for Just Read Florida Reading Placement Chart 6-8.

The school shall use research-based reading programs of instruction identified by the approved K-12 Comprehensive Research Based Reading Plan. Progress Monitoring Reports must be provided to the district superintendent on the progress of students toward increased reading achievement (with the exception of the Villages Charter School which has opted out of the K-12 Comprehensive Reading Plan for the 2011-2012 school year).

Teachers must be aware of the curriculum frameworks and performance standards adopted by the Department of Education and the Sumter School District. Students having difficulty in mastering the performance standards for subjects shall be given grades indicating to parents that they are having a problem.

MATHEMATICS REMEDIATION

Students scoring Level 1 or 2 on FCAT mathematics are to receive remediation the following year. The remediation for middle grades students may be integrated into a regular mathematics course or be provided in a separate Intensive Mathematics course. However, Intensive Mathematics may be used to satisfy only one of the three math courses required for middle school promotion. Students may also receive remediation before or after regular school hours.

GRADE LEVEL DETERMINATION

Grade level determination shall be based on publishers' materials adopted by the Sumter School District for use by students in the instructional program. A student will be considered working "on grade level" if he/she is working satisfactorily in the text designed by the publisher for that particular grade level and scores Level 2 or above on FCAT in reading and math.

REPORTING TO PARENTS

Each school is to establish procedures for notification of parents or guardians when it is apparent that a student is not making satisfactory progress towards promotion and may need special placement or to be retained.

Scores from achievement and assessment tests shall be communicated to parents. If a student is not meeting the criteria for promotion by the end of the **third reporting period** the parent or guardian shall be notified **in writing**. Acknowledgment of notice will be requested from the parent or guardian.

Parents or guardians shall be notified when the decision has been made that a student is to be **retained** or recommended to attend a summer school/extended day program to complete promotion requirements.

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

ACCELERATION

Acceleration is the assignment of a student to a higher grade level or instructional level when state and district criteria for this assignment have been met. A 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.

The following criteria shall be considered to determine if a student is eligible to be accelerated a full year or part of the year.	Grade 6	Grade 7	Grade 8
1. Exceptionally high achievement	X	X	X
2. 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
3. Parent or guardian's permission and principal's recommendation and submission of empirical data to support the recommendation	X	X	X
4. Approval of Superintendent	X	X	X

ALTERNATIVES FOR ASSISTANCE/PROMOTION RE-EVALUATION

A student that is repeating a grade due to not meeting promotion criteria for the previous school year will have their academic history evaluated. If the student has successfully met the promotion criteria to move to the next grade level within that two year period, the student would be eligible for promotion.

Students may attend a summer program, where available, in order to acquire mastery of major academic subjects for which there was not satisfactory achievement during the regular school year. A maximum of two (2) major academic classes may be recovered during the summer. Adequate progress made during the summer school could enable a student to be promoted (for students needing no more than two subjects or four semesters and who satisfactorily completed the summer school program in the subjects needed). A review will be made at the end of the summer session relative to the students' promotional status. After school instruction/extended day programs may be provided in addition to or in lieu of summer school, dependent upon the school's plan for providing remedial instruction.

PARTICIPATION IN COMPETITION

To represent a school in competition with another school, a student must meet Florida Athletic Guidelines and Sumter School District Policy.

LEVEL I COURSES

While the high school Level I Pre-algebra course is offered as a higher level course for middle school students, the Level I course requirements do not permit this variance from consideration; therefore, a written assessment of the need for the course must be included in the student's individual educational plan or the student's performance plan signed by the principal, parent or guardian (or the student if he/she is 18 years old or older). This provision shall not apply if middle school pre-algebra is offered under a middle school math number.

ACADEMIC INTERVENTION

For students who are 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. Monitored using Progress Monitoring Plan (PMP)
2. Enrollment in a remediation or course recovery program during the regular school day
3. Enrollment in a remediation or course recovery program beyond the school day
4. *Referral for summer school/extended day for those who qualify
5. *Enrollment in the Adult Education Program for those who qualify
6. Students demonstrating lack of proficiency in reading and/or mathematics and writing may be placed in an alternative site "School for Success" program. Placement will be recommended after consideration of the student's previous retentions, grade point average, FCAT level, and other risk factors. Assigned students will continue in this placement until performance expectations are met.
7. Students sixteen (16) years of age and older, other than properly identified ESE, ELL, Migrant, or teenage parents, who have 15 unexcused absences in a 90 calendar day period will be placed in the adult education program for a one semester minimum upon recommendation by the Truancy Case Staffing Committee.
8. Any other intervention listed on school level RTI pyramid of Tier 1 interventions
9. Referral to Teamwork Intervention Problem Solving (TIPS) Team for development of Tier 2 and Tier 3 interventions
10. Referral to the Exceptional Student Education Program

*Students must meet same requirements as in regular day program.

REQUIRED CONTENT

Health Education for students in grades 7 and 8 must include a curriculum component in the area of dating violence and abuse. This instruction shall include teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. The curriculum chosen must also have an emphasis on prevention based education.

SUMMER SCHOOL /EXTENDED DAY PROGRAM

Summer /Extended Day Instruction

Instruction may be provided in the basic subject areas as needed (language arts, mathematics, science, social studies, and reading). Students may enroll in a maximum of two courses or four semesters. Students who have failed more than two of the basic subject areas (or four semesters) during the regular school term will be **ineligible to attend summer school**. After school instruction/extended day programs may be provided in addition to, or in lieu of, summer school, dependent upon the school's plan for remediation.

Students/parents may choose to use Florida Virtual School or private school alternatives to make up failed courses over the summer. However, these courses must be completed with a passing grade and the school notified prior to the first day of school in order to be promoted to the next grade.

Summer School/Extended Day Attendance

Students must be in attendance a minimum of 90% of the summer school program and successfully complete their prescribed program of work to receive a recommendation for promotion/placement to the next grade level.

Summer School/Extended Day Grading/Reporting to Parents

The adopted regular school year grading system will be used for the summer school/extended day program. If, after the completion of summer school/extended day, the student has demonstrated mastery in all five basic subject areas (language arts, mathematics, science, social studies, and reading), he/she will be promoted to the next grade level. If the student fails to master the required academic areas, his/her record will be reviewed by the school, and determination of placement will be made.

Summer School/Extended Day Program Alternatives

Schools for which alternatives to the traditional summer school/extended day have been approved by the District School Board may, as a part of their approved plan, limit summer school/extended day eligibility should students not participate in the offered, approved program.