

A.D. HENDERSON UNIVERSITY SCHOOL & FAU HIGH SCHOOL / STUDENT PROGRESSION PLAN

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Alexander D. Henderson University School (K-8), Florida Atlantic University High School and affiliated schools are known together, as Florida Atlantic University Schools (FAUS). These schools are developmental research public laboratory schools under the auspices of the State University System. FAUS comprises Florida School District 72 and the Assistant Dean of the FAU's College of Education, Office of PK-12, serves as the Superintendent. The mission of developmental research schools shall be the provision of a vehicle for the following as stated in Section 228.053, Florida Statute:

- 1) Conducting research
- 2) Providing demonstration sites for teacher education, and
- 3) Developing curricula for both teaching and learning.

Florida Atlantic University (FAU) developmental research schools emphasize research that is beneficial to the citizens of the state of Florida. The primary goal of FAUS is to enhance instruction and research in specialized subjects by using the resources available on the campus of Florida Atlantic University. In addition, FAUS provides education in non-specialized subjects and sequential elementary and secondary instruction.

Purpose and Processes of the Student Progression Plan

General Overview: This Student Progression Plan is applicable to the A.D. Henderson University School/FAU High School and any affiliated schools under the oversight of the School Advisory Body of the Florida Atlantic University Schools (FAUS) and the direction of the Dean of the College of Education of Florida Atlantic University. It may be updated by special action of the Advisory Body and Dean of the College of Education as provided in Florida Statutes. This plan is to be reviewed annually and amended, as approved by the Advisory Body to reflect actions taken by the Florida Legislature, the Florida Department of Education, the Florida Board of Education, and the FAUS Advisory Body.

1. Official Document that Defines Requirements for Matriculation from Grade to Grade

- a. Ensuring A.D. Henderson University School and FAU High School are meeting the needs of students to reach their full potential and adhering to legislation. The Student Progression Plan has been established to serve as the official guiding document that defines the requirements and means for students to enter and matriculate from grade to grade.
- b. The authority and requirements for such a plan are provided in Section 1008.25, Florida Statutes. The plan is a legal document required by Florida Statute (s.1008.325, F.S.). This plan is implemented for the welfare of students and aims to clearly communicate what a student must know and be able to do for promotion and what the school will provide to assist the student in meeting the requirements for promotion.

2. Procedures for Communication with Parent(s)/Guardian(s) on Academic Progress of Students

The plan further establishes direction and procedures on communication structures and processes with parent(s), guardian(s), and others to achieve understanding, cooperation, acceptance and adherence to the contents and intent of the plan.

Communication Protocol with Parent(s) or Guardians on Student Progression

When such communications to parent(s) or guardian(s) are required, “formal notification” shall be written and distributed to the parent(s) or guardian(s) by one of the following methods dependent upon circumstance at the discretion of the Principal or designee.

- Hand-delivered
- Certified mail, return receipt requested.
- Email
- When practical, a face-to-face or virtual conference shall be held with the parent(s) or guardian(s) by the Principal or designee, and others as necessary. Such a conference may coincide with the distribution of formal notification as provided above.

Application, Entry and Registration into FAUS

Florida Atlantic University Schools (FAUS) are university developmental research schools as defined in Section 1002.32, Florida Statutes and as such are required to maintain a demographically representative student population.

- **Kindergarten - 8th Grade** - Students entering grades K – 8 are selected from a pool of representative students and a lottery is run as necessary by demographic groups as prescribed in the A. D. Henderson University School Policy.
- **FAU High School** - As FAU High School serves as a research initiative, and an intensive dual enrollment public high school, students are identified by a variety of criteria required for dual enrollment and for eligibility as prescribed in the FAU High School Admission Policy.

Admission, Transfers, Withdrawals, and Initial Placement

1. Admissions and Initial Placement Documentation

Before admitting a student into a Florida school for the first time, the school must have received the following documents as required by Florida Statutes:

- a. Evidence of date of birth (s.1003.22, Florida Statutes)—For acceptable alternatives to birth certificates please see 1003.21 Florida Statutes;
- b. Evidence of residence—official documentation that the parent(s) or guardian(s) is a legal resident of Florida;
- c. Evidence of immunization against communicable disease (s.1003.22, Florida Statutes);
- d. Evidence of a medical examination completed within the last twelve (12) months (1003.22, Florida Statutes); and
- e. The Principal or designee is responsible for the initial placement of all students new to the school.

2. Homeless Students

The District will immediately enroll homeless students, who have been selected from the lottery, new to the district, even if they do not have the documents required for enrollment. This includes, but not limited to, records such as academic school records, including Individual Education Plans, immunizations, medical records, and proof of residency. A. D. Henderson University School / FAU High School administration will immediately contact the school last attended by the homeless student to obtain relevant academic and medical records. If the student needs immunization records, A. D. Henderson University School / FAU High School will refer the student to the school nurse for

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assistance. The student has 30 days to produce these documents after being enrolled in A. D. Henderson University School / FAU High School. (*Federal Guidelines—Enrollment and Records—State and Local Activities for the Education of Homeless Children and Youths*)

3. In-State Transfer Documentation and Placement

Any student desiring to transfer to A. D. Henderson University School / FAU High School from another in-state school MUST have substantial *proof of withdrawal from the sending school*, or A. D. Henderson University School / FAU High School personnel must have oral or electronic confirmation of withdrawal information from the originating school pending written notification.

- Transfer students shall be placed in a specific class or grade temporarily pending receipt of all required elements needed to make a placement decision.
- This temporary placement is according to the legal requirements outlined in s. 1003.21, F.S.
- If, after this reasonable amount of time and effort, substantiating data from the previous school attended are not received, the Principal or designee will evaluate the student's competency in basic skills.

4. Out-of-State Transfer Document and Placement

The Principal has the final authority in the placement of students. Any student who transfers from an out-of-state public school or non-public school and who does not meet age requirements for admission to Kindergarten or First Grade in Florida Public Schools shall be admitted based on their previous state's age requirements and upon presentation of the following (Florida Administrative Rule 6A.10985):

- Official documentation that the parent(s) or guardian(s) is a legal resident of Florida and, if transferring from an out-of-state school, was a legal resident of the state in which the child was previously enrolled in school as defined by the Florida School Board of Education [SBER 6A- 1.0985(3)(a)];
- An official letter or transcript from a proper school authority which shows record of attendance, academic and assessment information, and grade placement of student, as is appropriate [SBER 6A- 1.0985(3)(b)];
- Evidence of date of birth (s. 1003.21, Florida Statutes); and
- Evidence of a medical examination completed within the last twelve (12) months (s. 1003.22, Florida Statutes).

Other such information may be required as is specified in FAUS policy, state administrative rule or state statute.

5. Home Education ("Home Schooling")

When a student transfers from a home education program, it is the responsibility of the Principal or designee to assess the student's achievement level. The following will be considered for placement of home education ("home schooling") students:

- Review of the required home education annual evaluation (student portfolio, test information—state or national, and other approved measures, as necessary).

6. Grade Level Admission Information

a. Kindergarten

A student must be five (5) years of age or older on or before September 1 to be eligible for kindergarten (1003.21, Florida Statutes) and meet first time entry to the state of Florida

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requirements as stated above (evidence of birth, residency and immunization/medical documentation).

b. Grade One (1)

Any child who will be six (6) years old on or before September 1 of the school year and who has successfully completed kindergarten shall be admitted to the first grade (s. 1003.21, Florida Statutes). Students transferring from a nonpublic Kindergarten program will need written verification of successful completion of Kindergarten from the nonpublic school attended. Students not meeting the above criteria/requirements for grade one (1) will be enrolled in kindergarten.

c. Grades (2-8)

Students who meet the criteria for admissions or transfers shall progress according to FAUS Student Progression Plan. State law places the responsibility for placement of students with the school administration.

d. High School Grades 9-12

These students must have a 3.5 unweighted GPA and appropriate recommendation as provided in the high school admission policy. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

The Principal has the final authority in the placement of students in grade placement, programs and classes. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, s. 1002.3105, F.S.

7. Grade Placement

Grade placement of students in K-8 shall be made on the basis of appropriate factors including report cards, transfer data academic and otherwise, national or state test information, and/or transcripts (subject to validation/interpretation, if deemed necessary).

- Transfer students shall be first placed in a specific class or grade temporarily pending receipt of all required academic information.
- Additionally, when a student transfers into A. D. Henderson University School / FAU High School from an in-state or out-of-state public or nonpublic school, the student will be academically screened. Results of the screening will be shared with the parent.

The Principal shall have the final decision regarding student placement, s. 1002.3105, F.S.

8. Assessment of Reading Proficiency

K-8 students entering A. D. Henderson University School/FAU High School as new students shall be tested for reading proficiency as required by state statute, policy or teacher recommendation.

- a. Kindergarten Students: The screening/assessment tool used for kindergarten students is the STAR Early Literacy and STAR Mathematics Assessments and other screening and assessment tools as appropriate and approved by the Florida Department of Education.
- b. K-5 Students: A. D. Henderson University School / FAU High School elementary grades shall regularly assess the reading ability of each K-5 student. If any K-5 student exhibits a substantial reading deficiency, or the characteristics of dyslexia pursuant to s. 1008.25(5) or any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to s. 1008.25(6), the parent(s) or guardian(s) shall be immediately notified of the student's deficiency.
- c. The parent(s) or guardian(s) shall be consulted in the development of a detailed Progress Monitoring Plan (PMP) as described in s. 1008.25(4)(b), F.S.
- d. The parent(s) or guardian(s) shall be informed that the student will be given intensive reading

instruction until the deficiency is corrected (s. 1002.20(11), Florida Statutes).

9. Initial Placement Inappropriately Assigned

If, after a reasonable length of time, it is the Principal's professional judgment that the new student has been inappropriately assigned/placed in a grade, the student may be placed in another grade after formal notification of the parent(s) or guardian(s). The reason for the placement will be documented and maintained in the student's cumulative folder along with a copy of the formal notification.

General Procedures for Promotion, Retention, Special Assignment and Administrative Placement

Overview

Standards for evaluating each student's performance in grades K-12 will include student proficiency of the student performance standards, relevant course standards, and grade level expectations approved by the State. A. D. Henderson University School FAU High School intends to implement full accountability in student performance as specified in s. 1008.25, Florida Statutes. If State assessment results are not available for timely implementation of the Student Progression Plan, promotions will be determined based on the other promotional criteria as specified in the Student Progression Plan. These include, but are not limited to, the student's classroom work, teacher observation of student performance, and student performance on teacher-made tests, norm-referenced tests, or other district assessments.

1. Good Cause Promotion

Students who have not completed required courses or credits for promotion may be granted promotion based on "good cause," including scheduling issues or other circumstances that, in the Principal's review, could not be reasonably addressed by the school, student or family. In each case of promotion based on "good cause," the student's report card must indicate "grade assignment by administrative action." Parent(s) or guardian(s) should be formally notified that their child is being administratively placed in the next higher grade, the major reason(s) for the placement, and the name of the Principal who initiated the placement. A copy of this notification must be placed in the student's cumulative electronic and physical folder.

2. No Social Promotion/Administrative Placement

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The Principal makes promotion or retention decisions based on the best available academic information, which may include, but not limited to, academic records or from an official letter from the previous school attended.

3. Demonstrate Proficiency through Florida Standards

The student MUST demonstrate proficiency in reading, writing, mathematics and science through mastery of the Florida Standards, (as approved by the State Board of Education) at each grade level, and meet designated level of performance on statewide assessments.

- Each student must participate in statewide assessments. Any student not meeting the specified levels of performance for grade promotion in the areas of reading, writing, mathematics, or science must be provided with additional diagnostic assessments to determine the nature of the student's difficulties and areas of academic need.

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- Based upon the results of these assessments and/or teacher recommendation, students who are substantially deficient in reading, mathematics, science, and/or writing skills shall receive a progress-monitoring plan (PMP) developed in consultation with the student's parent(s) or guardian(s) and implemented by the school.
- This PMP shall include intensive instruction based on the identification of the deficiency and the instructional strategies provided in the PMP.
- Remedial instruction provided during high school shall not be used in lieu of the English and mathematics credits required by the state of Florida and the A. D. Henderson University School/FAU High School.
- The student's proficiencies will be reassessed at the beginning of the following grade, and if any deficiency is still present, the student will be given additional intensive instruction until any deficiency has been remediated.
- Eligible students may receive intensive reading instruction through a variety of school programs and resources.
- Remedial and supplemental instructional resources shall be allocated first to students who are deficient in reading by the end of grade 3, and secondly to students who are failing to meet other levels of performance required for promotion.

4. K-8 Accelerated Assignment to Higher Grade

The assignment of a student in grades K - 8 to a higher grade which results in the student's skipping a grade, or part of a grade, should be made only on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the higher grade level.

- A request for a whole grade or mid-year acceleration must follow all established procedures and documentation.
- The probable long-range academic, social, and emotional effects of the decision shall be discussed with the parent(s) or guardian(s) by the Principal and/or school counselor.
- The Principal is responsible for recommending such assignments. A student will not be accelerated without faculty recommendation, Principal approval, and parental or guardian consent.
- The student's report card should be noted to indicate "accelerated grade placement." Parent(s) or guardian(s) should be formally notified that their child is receiving an accelerated grade placement to the next higher grade, the major reason(s) for the assignment, and the name of the Principal who initiated the placement. A copy of this notification shall be placed in the student's cumulative folder.
- The Principal shall have the final decision regarding student placement, s. 1002.3105, F.S.

Support for Students Scoring Below Grade Level

A student scoring below grade level must receive intervention or be retained in an intensive program that is different from the previous year's program and addresses the student's learning style. A retained student must be in the Multi-tiered System of Support (MTSS) process. Retention decisions are based on more than a single test score. Additional evaluations, portfolio reviews and assessments are available to assist school personnel and parent(s) or guardian(s) in knowing when a student is academically performing at or above grade level and ready for grade promotion. Students retained must continue to be monitored closely through the MTSS process. As stated previously, final decision for grade placement is the responsibility of the Principal. The

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Principal shall provide students who are retained under s. 1008.25, F.S. with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

1. Grades K-8 (Elementary and Middle)

Under most circumstances, a student would be retained only once in the elementary grades and once in the middle school grades. However, on the recommendation of the Principal and sustained by the Superintendent, a student may be retained a second or more times in the elementary or middle school grade groupings. This is of particular concern in the promotion from third to fourth grade in which the student's reading proficiency is the primary determinant of progression.

Any student in grades K-8 who has been retained may be reassigned at any time during the next school year, upon recommendation of the Principal, in consultation with teacher(s), and sustained by the Superintendent to the next higher grade. The Principal determines if the required criteria have been met and that the student will be able to benefit from instruction at the higher grade. Normally, this reassignment occurs at the end of a grading period, If the reassignment is deemed necessary, the student will transfer to another school.

2. Grades 9-12 (High School)

The time required to complete grades 9-12 will depend upon the student-meeting course, credit, and other requirements for graduation. The standard graduation requirement is 24 credits.

- Students who enter A. D. Henderson University School/FAU High School in the 9th through 11th grade from out-of-state or in-state school shall not be required to spend additional time at A. D. Henderson University School and FAU High School in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring.
- Students who have met all the requirements for the standard high school diploma except for passage of the 10th grade ELA FAST and Algebra EOC, or State approved concordance or comparative ACT/SAT score by the end of 12th grade must be provided the following learning opportunities:
 - Participation in an accelerated high school equivalency diploma preparation program during the summer.
 - Upon receipt of a certificate of completion, be allowed to take a college readiness test and be admitted to remedial or credit courses at a state community college, as appropriate.
 - Any student who has met all the requirements to receive a standard diploma except passing the graduation test and has received a certificate of completion, is eligible to take a college readiness test and be admitted to remedial or credit courses at a state community college, as appropriate. The certificate of completion itself shall bear the designation of "College Readiness Test eligible" to assist community colleges in identifying these students during the admissions process.
 - Participation in an adult general education program as provided in s. 1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the 10th grade FAST an unlimited number of times in order to receive a standard high school diploma.

Curriculum and Instruction

Regularly Scheduled Instruction (Grades K-8)

Students shall receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; health; and physical education. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education.

Instructional times indicated below are mandated by state legislation:

- Minimum 90-minute daily, uninterrupted Reading Block (K-5).
- Minimum 150 minutes of physical education each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted (s. 1003.455, F.S.). This requirement shall be waived for a student who meets one of the following criteria:
 - a. The student is enrolled or required to enroll in a remedial course, or
 - b. Student's parents indicate in writing to the school that the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- Minimum of 100 minutes for K-5 of supervised, safe, and unstructured free-play recess each week so that students experience at least 20 consecutive minutes of free-play recess daily (s. 1003.455(6), F.S.).

Civic and Character Education

The civic and character education traits that shall be integrated into the K-12 curriculum in accordance with s. 1003.42, F.S. are: the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance, and cooperation. Voting using the uniform primary and general election ballot, as described in s. 101.151(9) will also be included.

Students in grades 6-12 complete five hours of instruction annually related to resiliency, character development and mental health. Resiliency education standards include character, personal responsibility, mentorship and citizenship, and critical thinking and problem solving. In addition, grade 9-12 life skills instruction includes exposure to the following, as defined in s. 1003.42, F.S.:

- Leadership and organizational skills
- Research skills
- Creating a résumé and practicing interview skills
- Workplace ethics and workplace law
- Conflict resolution
- Interpersonal skills
- Managing stress and expectations
- Building resilience and self-motivation
- Exploring career paths
- Using state career planning resources

K-12 Comprehensive Evidence-based Reading Plan

The A. D. Henderson University School / FAU High School has established a K-12 Comprehensive Reading Plan to prevent the retention of grade 3 students by offering immediate intensive interventions to

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those students who fail to meet standards for promotion to grade 4, as well as to support each K-3 student who is assessed as exhibiting a reading deficiency.

The K-12 Comprehensive Evidence-based Reading Plan outlines the components and process of how intensive reading instruction:

1. Is provided to all K-3 students at risk of retention as identified by statewide assessments, locally determined assessments, or through teacher observation.
2. Is delivered and implemented during regular school hours in addition to the regular reading instruction.
3. Is based on a state identified reading curriculum that have been reviewed by the Florida Center for Reading Research and meets, at a minimum the following specifications:
 - a. Assists student assessed as exhibiting a reading deficiency in developing the ability to read at grade level;
 - b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - c. Provides scientifically based and reliable assessment;
 - d. Provides initial and ongoing analysis of each student's reading progress; and
 - e. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. The comprehensive core reading programs used by FAUS meet these requirements.

Promotion based on "Good Cause" General Information

Students who have not completed required sufficient courses or credits for promotion may be granted promotion based on "good cause," including scheduling issues or other circumstances that, in the Principal's review, could not be reasonably addressed by the school, student or family. In each case of promotion based on "good cause," the student's report card must indicate "grade assignment by administrative action." Parent(s) or guardian(s) should be formally notified that their child is being administratively placed in the next higher grade, the major reason(s) for the placement, and the name of the Principal who initiated the placement. A copy of this notification must be place in the student's cumulative folder (official record).

- ***Not Meeting Promotion Criteria:*** Any student having difficulty meeting promotion requirements shall be evaluated carefully by the teacher(s) and the School Based Team. The School Based Team shall include, but not be limited to the Principal, counselor, core teacher(s) and any appropriate specialist teachers.
- Any retained student shall receive counseling services and be referred to the School Based Team. Such a student shall receive a Progress Monitoring Plan (PMP) detailing an intensive program that is different from the previous year's program and considers the child's learning style.
- ***Alternative Placement:*** Any student who has been retained one year and is recommended for retention a second year or beyond shall be referred to a School Based Team. The School Based Team shall recommend appropriate alternative placement for such students. This team may request further evaluation by appropriate certified specialists, e.g., psychologists, speech/language clinicians, etc. Such a student shall receive a Progress Monitoring Plan detailing an intensive program that is different from the previous year's program and considers the child's learning style. Such placement requirements should be conducted within the administrative flexibility and school capacity of the district.

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If such alternative placements are not practicable under s.1002.32 F.S., the student shall be transferred to attend the appropriate home district by withdrawal of the admissions invitation and every reasonable effort shall be made to communicate the appropriate data and educational program requirements necessary for the child's academic success to the receiving district. Students placed in the next higher grade by administrative action should also be referred to the School-Based Team.

Elementary Retention/ Promotion Policy

Grade 3: Mandatory Retention for Level I Florida Statewide Assessments and Good Cause Exemptions (s.1008.25, Florida Statutes). Any third-grade student who has not met state requirements of Level 2 or above on the Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) to be promoted to the fourth grade, must be retained unless exempted from retention for "good cause." Students qualifying for one of the following "good cause exemptions" may be exempted from retention:

1. English Language Learners: Students who are identified as English Language Learners (ELL) with less than two (2) years of instruction in English for Speakers of Other Languages (ESOL) program.
2. Students with Disabilities: Students with disabilities who have an Individualized Education Plan (IEP) that indicates participation in statewide assessment program is not appropriate. Additionally, students with disabilities who participate in the FAST-ELA and who have an IEP or 504 Plan that reflects the student has received intensive instruction in reading for more than two (2) years but still demonstrates a deficiency in reading AND was previously retained in kindergarten or grades 1, 2 or 3.
3. Alternative Assessment: Students who demonstrate an acceptable level of performance on an alternative Florida State Board of Education-approved standardized reading assessment. The alternate standardized assessment used in Grade 3 is the reading portion of the SAT-10, STAR or iReady.
 - a. To promote a student using the SAT-10 as an alternate assessment good cause exemption, a third-grade student scoring at Level 1 FAST/ELA must score at or above the 45th percentile, or 51st percentile on the STAR or iReady assessments SAT-10.
 - b. The SAT-10, STAR or iReady assessments may be administered any time after completion of the FAST/ELA.
4. Student Portfolio Documentation: Students who demonstrate through a student portfolio that he/she is reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a level 2 performance on the ELA section of the Florida Standards Assessment. The student portfolio must meet the following requirements:
 - a. Be selected by the student's teacher;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence that the benchmarks assessed by the grade 3 FAST ELA have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words using the FAUS adopted core reading curriculum that is aligned with the Florida Standards or teacher-prepared assessment that is aligned with the Florida Standards;
 - d. Be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for Language Arts that are assessed by the grade 3 English Languages Florida Standards Assessment— For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of "C" or above; and
 - e. Be signed by the teacher and the Principal as an accurate assessment of the required reading skills.
5. Two or More Years of Intensive Remediation in Reading: Students who have received intensive

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remediation in reading as demonstrated in s. 1008.25 (4)(b) F.S. for two or more years but still demonstrate a deficiency in reading AND were previously retained in kindergarten or grades 1, 2, or 3 for a total of two years.

- **NOTE:** If promoted under this exemption, intensive reading instruction must include an altered instructional day using specialized diagnostic information and specific reading strategies that reflect a student's learning style and identified in the student's progress monitoring plan.
6. Guidelines can be found on the [FLDOE website](#).

Requests for Good Cause Exemptions and Documentation

Requests for good cause exemptions for students from mandatory retention shall require:

- Documentation provided by the student's teacher to the Principal, who must indicate that promotion is appropriate based on student's academic record, progress monitoring data, the Individual Education Plan (IEP) if applicable, report card, and/or student portfolio, and may include
- Discussion with the School Based Team and the Principal to review the recommendation.
- Recommendation in writing to the Superintendent if the Principal determines the student should be promoted.

Note: The student portfolio and an alternative assessment are the two state approved options for cause exemption and mid-year promotion. The student must be offered both options.

- However, the student must only demonstrate proficiency on one of the options to receive a good cause exemption or be promoted mid-year.
- There is no good cause exemption for extenuating circumstances (family tragedy or similar event) for third (3rd) grade students faced with the mandatory retention. If a student is promoted to grade 4 based on one of the good cause exemptions, the student's file shall be labeled "promotion for good cause" rather than "promoted."

Retention Exemption Other than Third Grade:

Any student other than a third-grade student who has not met the FAUS criteria for promotion as provided in this Student Progression Plan may be exempted from retention by the Principal for "good cause" as defined below:

- a. A recommendation from the Individualized Education Plan (IEP) committee regarding Exceptional Student Education (ESE) grade placement;
- b. A recommendation from the Progress Monitoring Plan committee regarding student placement;
- c. A recommendation from the English Language Learner (ELL) committee regarding ELL student grade placement;
- d. A recommendation from the 504 committee regarding student placement; or
- e. A recommendation based on documentation of a traumatic event or experience in a child's life.

1. Intensive Interventions for Student Retained in Third Grade

Section 1008.25(7)(a) Florida Statute - Each FAU School, shall conduct a review of student progress monitoring plans for all students who did not score above a level 1 on the ELA portion of the FAST and did not meet the criteria for one of the good cause exemptions outlined. The review shall address additional supports and services needed to remediate the student's specific areas of reading deficiency. FAUS may require a student portfolio to be completed and reviewed for each student in

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third grade retained by the mandatory retention. The portfolio must contain evidence of the following:

- Mastery of benchmarks
- Other information to inform parent(s) or guardian(s)
- Results of diagnostics and progress monitoring.

a. Instructional Strategies for Students Retained in Third Grade

In addition to the required daily, uninterrupted, minimum of 90 minutes of scientifically research-based reading instruction, students retained in third grade will benefit from additional strategies prescribed by FAUS, which may include but not limited to:

- Small group instruction
- Reduced teacher-student ratio
- More frequent progress monitoring
- Tutoring or mentoring before, during or after school (The school is not required to pay for the mentor/tutor option—school is not required to pay for private tutors.) Volunteers may be used.
- Transition classes containing 3rd and 4th grade students
- Extended school day, week, or year
- Summer reading programs

b. Written Notification to Parent(s) or Guardian(s) of Student Retained in Third Grade

The Principal shall provide written notification to the parent or guardian of any student who is retained in grade 3 due to a reading deficiency as evidenced by scoring level 1 on the English Language Arts portion of the grade 3 FAST that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in s. 1008.25 F.S.

- Must include a description of proposed interventions and support provided to the child.
- The Principal shall provide parents of students to be retained with at least one of the following instructional options in addition to requiring reading enhancement and acceleration strategies:
 - Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school;
 - A “Read at Home” component outlined in a parental contract and regular parent-guided reading support as part of a PMP;
 - A mentor or tutor with specialized reading training. The mentor/tutor option—school is not required to pay for private tutors. Volunteers may be used.
- The student must also demonstrate readiness for performing the work of the next grade in other core subjects before receiving a mid-year promotion.

2. Mid-Year Promotion of Retained Third Grade to Fourth Grade

FAUS requires schools to implement the policy for mid-year promotion of any student retained in grade 3 based on the English Language Arts portion of the FAST scores (s. 1008.25(5)(b), F.S.) who can demonstrate:

- Student is an independent reader,
- Reading at or above grade level, and

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- Ready to be promoted to grade four.

The Principal or designee may use student reevaluation tools, such as subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.

- Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at level 3 on the grade 3 FAST, and apply standards that provide a reasonable expectation that the student's progress across the curriculum as determined by the State Board of Education is sufficient to master appropriate fourth grade level reading skills and core subject content material.
- Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read.
Sufficiency in reading mastery alone shall not be used as the sole criteria for midyear promotion, but it must be one component of a promotional decision by the Principal.

3. Intensive Acceleration Class for Retained Third Grade Students

FAUS shall establish at each school, where applicable, an intensive acceleration class/intervention for retained grade 3 students who subsequently score at a level 1 on the reading portion of the reading level at least two grade levels in one school year.

- This option is designed for a student who would remain a third year in grade 3.
- This option may provide sufficient acceleration for one or two grade level promotions in one year as documented by performance data and the Principal's recommendation.

The intensive acceleration class/intervention must include the following:

- a. Be provided to any student in grade 3 who scores at level 1 on the English Language Arts portion of the FAST and who was retained in grade 3 the prior year because of scoring at level 1 on the English Language Arts portion of the FAST.
- b. Demonstrate a reduced teacher-student ratio.
- c. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Florida Standards in other core areas.
- d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including the use of a speech language therapist. This provision does not mandate the use of a speech and language pathologist.
- f. Include weekly progress monitoring measures to ensure progress.
- g. Provide students who have been retained in grade 3 and have received intensive instructional services but still are not ready for grade promotion, as determined by the Principal, the option of being placed in a transitional instructional setting. Such setting shall be specifically designed to produce learning gains sufficient to meet fourth (4th) grade performance standards while continuing to remediate the student in the areas of identified reading deficiency.

PLEASE NOTE: *The primary focus of the setting is what is being provided to help the student, rather than where it is being provided.*

Students with Disabilities Promotion/Retention

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FAUS must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Most students with disabilities are required to meet the same standards for promotion and graduation as students without disabilities. Those students with an Individualized Education Plan (IEP) indicating that the disabling condition impacts their progress in the general curriculum to such an extent that special standards will be followed may be exempt from promotion requirements. Appropriate accommodations, specified on the IEP, must be provided for all students with disabilities. Retention decisions will take the IEP of each student into consideration.

- If a student's disability is used as the justification for "good cause" promotion, the promotion must be based on the recommendation of an IEP or a 504 committee.
- The composition and operating procedures of the IEP or a 504 committee are governed by Federal regulations and State Board of Education rules.

Intensive Acceleration for ELL Students

The education of ELL students is tailored to the student needs through design, scheduling, instructional strategies, philosophy, and learning activities by the identification, assessment and classification process. Students who are ELL are required to meet the same standards for promotion/graduation as non-ELL students, except as provided herein.

- ELL students must receive Language Arts/English instruction through English for Speakers of Other Languages (ESOL) strategies.
- All teachers of ELL students must be trained in the use of ESOL strategies. Instructional strategies, materials, and testing must be appropriately modified and documented to meet ELL students' needs.
- Students must be served appropriately through the ELL Plan.
- Students cannot be retained based solely on English language proficiency.
- Promotion of ELL students, who have not met district criteria for promotion, must be based on the recommendation of the Progress Monitoring Plan (PMP) ELL committee. The PMP/ELL committee is governed by State Board of Education rules and the FAUS ELL Plan.

1. Grades K-8 ELL Students

- ELL students who have had less than two years of instruction may be promoted for good cause s.1008.25(6)(b) F.S.
- ELL students who have had more than two years of instruction will be promoted with the same criteria as those used for non-ELL students.
- ELL students must be provided accommodations (such as portfolio) and be delivered instruction through the use of ESOL strategies commensurate with their English language proficiency level.

2. Grades 9-12 ELL Students

- Students receiving such instruction are eligible to take the FAST, or an alternate assessment and receive a standard high school diploma upon passage of the grade 10 FAST and Algebra I EOC and have a 3.25. This section will be implemented to the extent funding is provided annually in the General Appropriations Act (s. 1003.433(1)-(3), F.S.).
- In addition to the notification of parents through interim reporting, schools will provide an opportunity for a conference involving the teacher or Principal and parent for any student in grades 9-12 not progressing appropriately toward high school graduation. Parent conferences concerning possible retention should be documented in the student's electronic and physical cumulative record.

Student Progression from Grades K-5

Student Performance

FAUS provides instruction in all required course standards and has instructional plans aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers' instruction using instructional plans, and a district-wide system of progress monitoring are used to support students with identified deficiencies. Student progression is based, in part, upon proficiency in reading, writing, science, mathematics, and social studies (s. 1008.25 F.S.), apart from grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 ELA/FAST and do not qualify for one of the good cause exemptions. **All students must participate in all statewide standardized assessment programs.** In grades K-5, students must meet a minimum of 90 minutes of a daily uninterrupted Reading Block.

In order to be promoted to the next higher grade within grades K-5, students must meet the following requirements for the grade in which they are enrolled:

1. Grades K-2

Promotion in grades K-2 is based primarily on progress in reading. Students in grades K, 1, and 2 must demonstrate progress toward grade level reading achievement as measured by FAST Star Literacy statewide assessment and other district assessments. Students' reading progress toward grade level reading achievement is determined by appropriate assessments. Additionally, consideration will also be given to social growth and work habits for promotion from K to first grade. The standardized curriculum based measures will be administered to all K-2 grade students to monitor their progress.

- The assessments will determine which students are in need of additional instruction in reading. These students shall be referred to the school's School Based Team for review of the student's progress and portfolio.
- At the end of the year, school personnel shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted. School personnel will make the recommendation to the Principal. The final decision on promotion resides with the Principal.

2. Grades 3-5

To be promoted from grade to grade in grades 3-5, a student must demonstrate mastery of grade level expectations in language arts (reading, language, and writing), mathematics, and science.

- A student in grades 3, 4, or 5 who scores Level 1 or Level 2 on the ELA/ FAST and/or Level 1 or Level 2 on the mathematics FAST is considered below grade level. Students in grade 3 may be exempted for "good cause" as indicated in this Student Progression Plan.
- Students in danger of retention shall be referred to the School Based Team for a comprehensive review of the student's academic achievement.
- The School Based Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted. The School Based Team will make the recommendation to the Principal. The final decision on promotion resides with the Principal.

Progression/Promotion from Grades 6-8

In accordance with Florida Statute § 1003.4156, promotion from a school composed of middle grades 6-8 requires that the student must successfully complete academic courses as follows:

1. Middle School English Language Arts (ELA) Requirements

A student must successfully complete three middle school courses in English Language Arts (ELA).

Note: Student must achieve a cumulative three-year total of a minimum 3.0 quality points (a minimum of a "D" average) for all three courses of Middle School ELA.

2. Middle School Mathematics Requirements

a. Students must successfully complete three middle school or higher courses in mathematics. *Note: Student must achieve a cumulative three-year total of a minimum 3.0 quality points (a minimum of a "D" average) for all three courses of middle school math.*

b. In accordance with Florida Statutes § 1008.22(3)(b) (1) and §1003.4156(1)(b), middle school students who have successfully completed a high school mathematics course will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in grades 9-12. To earn high school credit for Algebra 1, and/or Geometry a middle school student must take the corresponding EOC Assessment and pass the course. A middle school student's performance on the EOC Assessment will constitute 30 percent of the student's final course grade. Middle school students who do not take the EOC Assessment will receive an "Incomplete" in the course. After the student makes-up the EOC, the final grade will be recalculated.

c. Students are required to meet satisfactory performance or earn a Level 3 or higher on the Algebra 1 EOC Assessment in order to earn a Standard High School Diploma. Students must meet satisfactory performance or earn a Level 3 or higher on the Geometry EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. [Florida Statute § 1003.4156].

3. Middle School Social Studies Requirements

A student must successfully complete three middle school or higher courses in social studies.

Note: Student must achieve a cumulative three-year total of a minimum 3.0 quality points (a minimum of a "D" average) for all three courses of middle school social studies. Middle School Social Studies courses include the following:

- Grade 6 - M/J World History (not World Geography)
- Grade 7 - M/J Civics and Career Planning
- Grade 8 - M/J United States History

Beginning with students entering grade 6, per Florida Statute § 1003.4156(1)(c), one of the courses must be at least a one semester civics education course that a student successfully completes and 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 Confederation, the Declaration of Independence, and the Constitution of the United States.

Each student's performance on the statewide, EOC Assessment in civics education constitutes 30 percent of the student's final course grade. Middle school students who do not take the Civics EOC Assessment will receive an "Incomplete" in the course. After the student makes-up the EOC,

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the final grade will be recalculated (refer to Florida Statute § 1008.22).

Note: A middle school student who transfers into the State’s public school system from out of country, out-of- state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. [Florida Statute § 1003.4156(1)(c)].

All students enrolled in and completing any of the following courses must take the Civics EOC Assessment:

Course	Course Number
M/J Civics	2106010
M/J Civics & Career Planning	2106016

4. Middle School Science Requirements

Per Florida Statute § 1003.4156(1)(d), a student must successfully complete three middle school courses in science.

Note: Student must achieve a cumulative three-year total of a minimum 3.0 quality points (a minimum of a “D” average) for all three courses of middle school science.

5. Suggested Enrollment for Grade 6

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FAST ELA Level 1 or Level 2, and other district measures) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate personnel.	As long as needed
Intensive Math* (based on FAST Math Level 1 or Level 2, and other district measures) Certain students may be serviced through specific content area classes with appropriately certified/designated teachers. Note: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate personnel.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
World History	1 year
Physical Education***(includes dance classes)	1 year
Electives (various courses/subject areas)	As offered

*Florida Statute § 1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, and mathematics.

**Mathematics remediation, if required, may be provided within the Mathematics class.

*** The physical education requirement shall be waived for a student who meets the criteria outlined in

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Florida Statute § 1003.455.

6. Suggested Enrollment for Grade 7

Students are required to enroll in each of the following courses	Duration
<p>Intensive Reading* (based on FAST ELA Level 1 or Level 2, and other district measures) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate personnel.</p>	As long as needed
<p>Intensive Math* (based on FAST Math Level 1 or Level 2, and other district measures) Certain students may be serviced through specific content area classes with appropriately certified/designated teachers. Note: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate personnel.</p>	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
Civics and Career and Education Planning	1 year
Physical Education*** (includes dance classes)	1 year
Electives (various courses/subject areas)	As offered

*Florida Statute § 1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, and mathematics.

**Mathematics remediation, if required, may be provided within the Mathematics class.

***The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute § 1003.455.

7. Suggested Enrollment for Grade 8

Students are required to enroll in each of the following courses	Duration
<p>Intensive Reading* (based on FAST ELA 2.0 Level 1 or Level 2, and other district measures.) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate personnel.</p>	As long as needed

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Intensive Math* (based on FAST Math Level 1 or Level 2, and other district measures) Certain students may be serviced through specific content area classes with appropriately certified/designated teachers. Note: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate personnel.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics-M/J Pre-Algebra; Algebra 1 Honors; Geometry Honors**	1 year
United States History	1 year
Physical Education (includes dance classes) ***	1 year
Electives (various courses/subject areas)	As offered

*Florida Statute § 1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, and mathematics.

**Mathematics remediation, if required, may be provided within the mathematics class.

***The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute § 1003.455.

Middle School (6-8) Promotion and Retention

Students who successfully complete the required courses in each grade must be promoted to the next grade level.

1. Promotion to Grade 9

In order to be promoted to Grade 9, students must meet the following requirements:

Subject	Number of Courses Passed
English Language Arts	3
Mathematics	3
Science	3
Social Studies	3

Refer to specific course requirements at the beginning of this section.

NOTE: Promotion to high school is contingent on meeting the requirements above.

2. Conditional Promotion to Grade 7 and/or Grade 8

- a. If a student fails one core course, the student may be conditionally promoted. The student must pass the failed course in a summer recovery program prior to the next school year. The student will be placed on summer academic probation and given a last chance agreement. If the student does not pass the course, the student may be dismissed from the A.D. Henderson University School program.
- b. If a student fails **two** core courses, the student may be **conditionally** promoted. The student must pass the failed courses during the summer recovery program prior to

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the next school year. The student will be placed on summer academic probation and given a last chance agreement. If the student does not pass the course, the student may be dismissed from the A.D. Henderson University School program.

- c. If a student fails **three or more** core courses, the student will be retained at the same grade level and will be dismissed from A.D. Henderson program. This student will meet with school-based personnel and parent/guardian to explore academic placement within their boundary school.

3. Course Recovery Options for Middle School Students

- a. Students who do not have enough quality points within a core curriculum course have the opportunity to re-take that core curriculum course within the same school year. Once that student receives enough quality points in the course, staff will communicate with the parent/guardian, and the teacher(s) will submit a grade change for the failed course(s). Quality points are awarded based on letter grade and are defined in the *Grading Policies and Practices*.
- b. Parents have the opportunity to explore summer programs that award credit recognized by the Florida Department of Education in the core class where the student is deficient.
- c. Florida Virtual School is not an approved course recovery program at FAUS.

Middle School Interventions

1. Parent Communication

A student who has a D or F in any core class at the time of interim reports will receive an additional interim report for that specific class. The parent/guardian may also be asked to attend a parent meeting with faculty to discuss student progress. Parents can access grades on FOCUS at any time by visiting <https://faus.focusschoolsoftware.com/focus/>.

2. Academic Probation/Last Chance Agreement

Students in middle school are automatically placed on academic probation and a last chance agreement, which includes dismissal from A.D. Henderson, if any of the following occur:

- Fail one (1) or more courses or electives during on a marking period
- Fail the same required subject for two (2) or more marking periods
- Receive a grade point average of less than 2.0

Probationary students do not participate in any after-school or away-from-school activities, including sports activities or interscholastic extracurricular activities. Students will be evaluated at the end of each marking period. School Counselors provide a list of students failing academic subjects at the end of each marking period to administration. Students with consistent academic issues will be asked to withdraw back to their home school.

3. Early Warning System

In accordance with Florida Statute § 1001.42(18)(b), a school that includes any grades 6, 7, or 8 shall implement an early warning system to identify students in grades 6, 7, and 8 who need additional support to improve academic performance and stay engaged in school. The early warning system

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must include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in school or out of school.
- c. Course failure in English Language Arts or mathematics.
- d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

A school district may identify additional early warning indicators for use in a school's early warning system. When a student exhibits two or more early warning indicators, the school's child study team under or a school-based team formed for the purpose of implementing the requirements of this paragraph shall convene to determine appropriate intervention strategies for the student.

***NOTE:** Promotion does not indicate invitation, acceptance or continuation of individual students into FAU High School; however, students who have completed the 8th grade program at FAUS shall have priority if they possess similar qualifications to other applicants.*

Progression/Promotion within Grades 9 to 12

Florida Atlantic University extends a special relationship to FAU High students. The Board of Trustees for Florida Atlantic University, hereafter referred to as the University, governs the University's policies regarding admittance to and continuance in the dual enrollment program. Dual enrollment provides an opportunity for students to earn high school graduation credit and college credit simultaneously.

- Courses eligible for dual enrollment must be a minimum of three college credits; courses with two or more college credits with a 1.0 credit lab are acceptable.
- All college courses taken by high school students must receive approval from the Principal or his/her designee. The State Dual Enrollment Course Equivalency list contains a statewide list of dual enrollment courses that must be accepted for high school credit by all school districts.
- The list provides a guarantee that certain dual enrollment courses will meet high school graduation requirements in specific subject areas; all other dual enrollment courses on the list are guaranteed high school elective credit.

The State Dual Enrollment List is not all-inclusive and does not prohibit the offering of other dual enrollment courses if agreed upon by FAUS and FAU.

- FAU High students are exempt from the payment of registration and laboratory fees. Students must earn at least a "B" 3.25 GPA in all college work attempted to remain in the program and shall complete a minimum of 12-15 credit hours of university course work each semester after completing the ninth grade.

1. Grade 9 to Grade 10 "Pre-Collegiate" to "Collegiate"

To be eligible for promotion from Grade 9 "Pre Collegiate" to Grade 10 "Collegiate," high school students must:

- Earn at least six (6) high school credits with a cumulative unweighted GPA of 3.25. The credits earned must include: at least one (1) in English, one (1) in science, one (1) in a foreign language, one (1) in mathematics, and one (1) World History. Students should also complete one (1) credit in physical education to include the integration of health. Students who have completed any of the

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above courses in middle school with a satisfactory grade will be assigned an alternative course.

- Complete their freshman year (each semester) with a minimum of 4 credit hours of university work each semester with a university grade of “B” or better;
- In the event that students do not achieve a scale score of 300 or above on the English Language Arts or Algebra EOC, students must:
 - Attend an approved program as designated and approved in writing by the Principal;
 - Complete with a course grade of “C” or above in any dual enrollment college coursework attempted;
 - Satisfy any university course prerequisites for future university coursework scheduled for grade 10; and
 - Receive the approval of the Principal or his/her designee, upon recommendation by the high school faculty.

2. Grade 10 to 11 (Collegiate)

To be eligible for promotion from grade 10 to grade 11, a student must have accumulated at least twelve (12) high school credits, including two (2) credits in English, one (1) credit in science, two credits in mathematics, and one (1) in social studies.

- In addition, a student must have a cumulative unweighted GPA of at least 3.25.
- A minimum of 28 hours of dual enrollment university coursework or its equivalent must have been completed with a University grade of “B” or higher.
- Students also need to maintain eligibility as a student under the Articulation Agreement and University Policy.
 - A 10th grade student must take the FAST English Language Arts Assessment during the identified state assessment window. Participation in this assessment is mandatory.
 - In the case where a student does not score at or above Level 3 on the required scores on the FAST, the student must attend an approved program as designated and approved in writing by the Principal.
 - Additionally, each FAUS high school student in grade 10, who has not completed the *SLS 1101: High School to University Transition* course or its equivalent shall complete the course successfully during the first semester in which that student is enrolled in multiple university courses.

3. Grade 11 to 12

To be eligible for promotion from grade 11 to grade 12, a student must have accumulated at least 18 high school credits and have an unweighted cumulative GPA of at least 3.25.

- In addition, a student must have accumulated at least 52 hours of dual enrollment university coursework or its equivalent and completed with the grade of “B” or higher.
- The required high school credits earned must include at least three (3) in English, three (3) in science, three (3) in mathematics, two (2) in social studies, one (1) in fine or practical arts, and two (2) in foreign language.
- Students must also continue to be eligible under the FAU dual enrollment criteria (above).

The Principal may grant promotions in January for students with sufficient credits, test scores and GPA requirements.

Graduation Requirements

1. Requirements Overview

In order to graduate from high school, FAUHS students must complete all high school graduation requirements as prescribed by the Florida Statutes and the FAUHS Student Progression Plan or the year of high school entry at FAUHS. *Graduation requirements for each student cohort are outlined by the Florida Department of Education and can be found at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>*

- FAUHS students in grades 10, 11, and 12 are to be registered for and shall complete a minimum of 12-15 credit hours of university work each semester with a university grade of “B” or better.
- Students who enroll in grade 9 must earn a passing score on the English Language Arts portion of the grade 10 FAST to graduate and must pass the Algebra I EOC.
- Students who enroll at grade 9 must also earn a passing score on all parts of the Accuplacer or College Entrance Test (ACT/SAT) as a condition of promotion to grades 10, 11, and 12 unless a current Individual Education Plan (IEP) documents an inability for an individual student to perform after appropriate testing accommodations are made.
 - The Principal shall document and exempt that student with the approval of the Superintendent. The high school shall provide opportunities for remediation. The Principal shall document such opportunities.
- The provisions set forth in this document are not intended to supersede university dual enrollment policy or applicable articulation agreements.

2. Consequences of Failure to Receive Diploma

The Principal or designee shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions.

3. High School Graduation Diploma Requirements

- a. Students who enter the 9th grade, as per Florida statutes, shall receive a standard High School Diploma. Requirements as listed on the following pages:
- b. Graduation Requirements: Florida's public high school graduation requirements are specified in the following sections of Florida Statute:
 - Section 1003.428, Florida Statutes (F.S.), General requirements for high school graduation; revised
 - Section 1003.4282, F.S., Requirements for a standard high school diploma
 - Section 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

Graduation requirements for each student cohort are outlined by the Florida Department of Education and can be found at http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.4282.html
- c. Monetary Requirements Graduation Ceremony: A student must have completed all monetary obligations to the school at least 72 hours prior to the start of the graduation ceremony in order to “walk” at the graduation ceremony.

Number of Postsecondary Credit Hours Dual Enrollment

- For courses not so designated, the Principal or designee shall provide information in the individual student’s course plan including a brief explanation of the rationale, the university course(s) designated and corresponding high school credit(s) to be awarded.
- The full credit of the equivalent high school course is identified in s. 1007.271 (6), F.S.
- The hourly requirements for one-half credit are one half of the requirements specified above (68 hours of instruction = ½ credit of high school course).

The FAUS High School Course Grading System

FAUS grade 9 grading system and interpretation of the letter grades for high school courses are as follows:

PERCENTAGES	GRADE	VALUE	DEFINITION
90–100	A	4	Outstanding Progress
80–89	B	3	Above Average Progress
70–79	C	2	Average Progress
60–69	D	1	Below Average Progress
0–59	F	0	Failure
I			Incomplete

- The University’s grading policy is outlined in the FAU policies and the FAUS-FAU Articulation Agreement. In general, however, the university uses + (plus) or – (minus) for grades and calculates the Grade Point Average (GPA) using those values. FAUS does not use + (plus) or – (minus) when calculating high school GPA.
- FAUHS has adopted a weighted grading system for calculating the high school Grade Point Average (GPA). The system awards weights to specific courses taken at the high school or university levels.
- Students transferring grades and courses from another high school will be assigned the FAUS course weights for transcripts, state reporting, etc.

College Level Dual Enrollment Courses Weights

- Advanced core subject area courses and approved dual enrollment courses taken at an accredited college or university will be weighted and used to compute GPAs for determining high school academic standing and class rank.
- Weighting of approved high school courses are electronically calculated using the automated student management information system.

Grade	Honors	1000-2000 Dual-Enrollment, AP	3000-6000 Dual-Enrollment
A	4.5	6.0	6.5

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B	3.5	5.0	5.5
C	2.5	4.0	4.5
D	1.5	3.0	3.5
F	0.0	0.0	0.0

- Weighted grades may be assigned only to core academic courses (Math, Natural Science, Social Science, English/Language Arts including Foreign Language, Fine Arts) identified as Level 3 courses in the State Course Code Directory or as approved dual enrollment courses as provided in (s.1007.27, F.S.).

Student Academic Probation or Dismissal

The grade level administrator may recommend that the student be placed on probation or withdrawn from FAU High School based one or more of the issues listed below:

- Lack of sufficient course work successfully completed.
- Lack of sufficient GPA in the immediate semester as well as lack of sufficient cumulative GPA for promotion or graduation.
- Failing to maintain a 3.25 GPA (FAU Courses only)
- If the respective student does not earn sufficient credit hours or grade points to be considered in “good standing” as defined by this Student Progression Plan or the Registrar of the University.
- More than one level 2 or 3 offense, as defined by the Code of Student Conduct, including cheating or plagiarism.

Course Credit Options

1. **Florida Virtual School:** The use of FLVS must be approved by the Principal and ADHUS/FAUHS Assistant Principal and is only available for graduation requirement courses in extenuating circumstances.
2. **Credit Exceptions:** A student entering FAUHS from a high school system whose graduation credit requirement and/or school day is different than FAUHS may be placed in a grade by the Assistant Principal. An individually prescribed program designed for completion of credits shall be developed with a priority placed on courses required for graduation that would permit the student to graduate at a normal time.
3. **Distance Correspondence:** A Distance Correspondence course may be accepted for FAUS credit if the course has received prior approval based on the course syllabus and accreditation by the Principal or designee and is not offered by FAU High School or FAU.
 - All costs related to such coursework and documentation of successful completion are the responsibility of the respective student.

Student with Disabilities in High School

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The school shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

1. **Articulated Acceleration Mechanisms for Students with a Disability:** A student with a disability, as defined in s. 1007.02(2), F.S., for whom the Individualized Education Plan (IEP) committee determines that the FAST cannot accurately measure the student's abilities taking into consideration all allowable accommodations, must have the FAST requirements of s. 1003.43(5)(a) F.S. waived for the purpose of receiving a standard high school diploma if the student:
 - Completes the minimum number of credits and other requirements specified in s. 1003.43 F.S.; and
 - Does not meet the requirements of s. 1003.43(5) F.S. after one opportunity in tenth grade and one opportunity in eleventh grade.
2. **Post-Secondary Education and Meaningful Careers for Students with Disabilities.** This is known by the popular name the "Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act." For the purposes of this Act, the term "student with a disability" means any student who is documented as having an intellectual and adaptive functioning impairment; a hearing impairment, including deafness; a speech or language impairment; including visual impairment; a serious emotional disturbance, including an emotional handicap; orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including but not limited to dyslexia, dyscalculia, or developmental aphasia.

Post-Secondary Articulated Acceleration

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject.

- This shall include but not be limited to dual enrollment, early admission, advanced placement, and credit by examination. Approved credit earned through the Florida Virtual School may provide additional opportunities for early graduation and acceleration.
 - Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.
1. **Dual Enrollment /Early Admission:** Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in FAU in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.
 - Students enrolled are exempt from the payment of registration, matriculation, and lab fees.
 - Admission to FAU High School does not guarantee placement in the Early Admissions Program.
 - Students must meet all requirements of the application.
 - All decisions are rendered by the University's Office of Admissions.
 2. **Advanced Placement (AP):** Advanced Placement is the enrollment of an eligible secondary student

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in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit from an AP course taken prior to admission to FAU High School shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

3. **Credit by Examination:** Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations as approved and granted by the University. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

Dual Enrollment

1. **Time Dual Enrollment Courses Offered**

Students may take courses during school hours, after school hours and during the summer term pending eligibility as per high school counseling/academic advising office.

- Students enrolled are exempt from the payment of registration, matriculation, and lab fees. Please note instructional time for dual enrollment may exceed 900 hours; however, the school district may report the student for a maximum of 1.0 FTE.

2. **Courses Ineligible for Inclusion in Dual Enrollment**

Vocational preparation instruction and college preparatory instruction courses that focus on skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program.

3. **Guidelines for Comparability across School Districts for Dual Enrollment**

The Department of Education has adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses.

Student qualifications must specify a 3.0 unweighted GPA for college credit dual enrollment courses.

4. **Post-Secondary Credit for Joint Dual Enrollment and Advanced Placement**

Post-secondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference.

- An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination.
- No student shall claim double credit, based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.

General Curriculum Provisions

1. **Required Program of Studies: Grades K-5 (Elementary Grades)**

The following areas of study are required in grade levels K-5:

- Visual and Performing Arts
- English Language Arts (Language, Listening, Reading, Speaking, and Writing)
- Mathematics

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- Physical Education/Health
- Science
- Social Studies
- Technology

Grades 6-8 (Middle Grades)

This section provides added focus and rigor to academics in the middle grades. Using reading as the foundation, all middle grade students shall receive rigorous academic instruction through challenging curricula delivered by highly qualified teachers, supported by engaged and informed parents.

- The following are the minimum areas of study required for grades 6-8:

Subject	Requirement
English/Language Arts/Reading	3 years
Mathematics	3 years
Science	3 years
Social Studies	3 years
Physical Education	1 semester per year

- All areas of study will incorporate technology and critical thinking skill components. Human growth and development, and alcohol and substance abuse prevention will be integrated into the comprehensive science program. Areas of study will include State Board Florida Standards.

2. Student Identified At-Risk for Non-Promotion

Students identified as “at risk of non-promotion” shall have a Progress monitoring plan which must:

- Identify educational goals and intermediate benchmarks for the student in the core curriculum areas which will prepare the student for high school;
- Be based on academic performance data and an identification of the student’s strengths and weaknesses;
- Include academic intervention strategies with frequent progress monitoring;
- Provide innovative methods to promote the students’ advancement which may include but not be limited to flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment, or other interventions that have been shown to accelerate the learning process; and
- Be incorporated into any individual student plan required by federal or state law, including a Progress Monitoring Plan (PMP) (s. 1008.25, F.S.), an Individualized Education Plan (IEP) for a student with disabilities, a Section 504 Plan or an ESOL Plan.

3. Grades 9 -12

See Graduation Requirements

The FAU High Guarantee - Florida Atlantic University Schools have pledged to provide all students with school and community-based learning experiences using high standards and expectations. All graduates will leave FAU High School college-ready. To accomplish this challenge, the following

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opportunities will be provided:

- Yearly tests to ascertain student strengths and weaknesses.
- Testing beyond the state required tests for all high school students at grades 9, 10, 11 and 12:

Grade Test Required	Name of Test beyond State Required
9th grade	PSAT/SAT equivalent
10th grade	PSAT/SAT equivalent
11th grade	ACT/PSAT/SAT/Florida Civic Literacy Examination
12th grade	ACT/SAT/ Florida Civic Literacy Examination

- All high school students are encouraged to take the ACT and/or SAT once or twice each year.
- Research-based instructional strategies
- Computer technology skills emphasized in core areas
- Strong partnerships to enhance and extend the academic and career curriculum

Middle School Promotion, Retention and Credit Recovery

To be promoted to grade 9, students are required to complete the following:

- Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text,
- Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit,
- Three middle school or higher courses in social studies to include one semester of Civics. Beginning in 2013-2014 middle school students enrolled in Civics must take the Civics State End-of-Course (EOC) Assessment and the score earned will be 30% of the final grade in the course. (s. 1008.22 F.S.)
- Three middle school or higher courses in science, and
- One course in career and education planning to be completed in sixth, seventh or eighth grade.

1. Mid-Year Promotion 6-9

In middle school, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four (4) core grade academic requirements (language arts, mathematics, science, social studies) of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level FAST is administered.

There are two options if a student does not meet school and or state promotion standards. Those options are as follows:

- Remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards.
- Removal from the program to attend the appropriate home district by withdrawal of the admissions invitation.

2. Conditional Promotion to Grade 7 and/ or Grade 8

- If a student fails one core course, the student must be conditionally promoted. The student

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must pass the failed course in a recovery program during the next school year.

- If a student fails two core courses, the student may be conditionally promoted. The student must pass the failed courses in a recovery program during the following school year.
- If a student fails three core courses, the student will be retained at the same grade level or will be conditionally promoted, provided a feasible plan is implemented for the student to recover the failed courses in a recovery program.
- If a student fails more than three core courses, the student will be retained.
- A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course.

Students that fail a course will meet with school-based team to assess current progress and consider all alternatives to meet the needs of the child.

3. Course Recovery Options for Middle School Students

- a. Middle School Course Recovery Program (MSCR)
- b. Benchmark assessments: Use current year assessments for reading and mathematics to document minimal mastery of benchmarks.
- c. Quarterly Assessments: Students may take a quarterly assessment. Students must complete with 70 percent proficiency before recovery status is awarded.
- d. FAST/State Science Assessment/Civics EOC: Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the statewide standardized assessment score.
- e. Florida Alternate Assessment (FAA): Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the FAA score.

4. Parent and Student Notifications

Parents shall be notified in writing when the student may need to be retained. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents shall be maintained. s. 1008.25(8)(a), F.S.

Parent Notification of Remediation

Parent notification shall be contacted and documented when a student is being remediated in reading, writing, science and/or math and is being considered for retention. Parents shall be informed of student progress via quarterly report cards and conferences as deemed necessary by the school.

Grading Policies and Practices

1. Report Cards

- a. Regular Issuance of Report Cards: FAUS requires the regular issuance of student report cards for all elementary, middle and 9th graders. These report cards shall document:
 - The student's academic performance in each class or course based on a variety of assessments such as written papers, class participation, and other academic performance criteria;
 - The student's conduct and behavior; and

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- The student's attendance, including absences and tardiness.
- b. *Final Report Card*: The final report card for a school year shall contain a statement indicating end-of-the year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.
- c. *Conduct Grades*: Students are given conduct grades for elective and core courses based on the following scale:

E = Excellent

The student always follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self-control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.

S = Satisfactory

The student consistently follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self-control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.

N = Needs Improvement

The student inconsistently follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self-control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.

U = Unsatisfactory

The student rarely follows directions and goes beyond expectations, uses class time wisely, brings required materials to class, actively participates, obeys school and class rules, demonstrates a positive and cooperative attitude, practices self-control, demonstrates respect to people and property, and makes an effort to do well on classroom assignments and activities.

2. Academic Performance and Attendance

FAUS shall not exempt students from academic performance requirements, such as final exam, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

3. Methods to Communicate Student's Progress with Parent(s)/Guardian(s)

Two methods are used to communicate a student's progress with parent(s) or guardian(s).

- Parent or guardian conferences are held as needed for children not progressing or as requested by parents.
- Report cards are sent to the home(s) of the parent(s) or guardian(s) at the end of each nine-week period with a written mid-term progress report being sent home mid-way through (any or the) nine-week grading period.

4. Grading and Criteria for Evaluating Performance

Grading is based on the philosophy that children grow and develop at different rates. The curriculum is based on developmentally appropriate practices for elementary age children. The criteria for evaluating performance are as follows:

- Social skills and work and study habits are important aspects of the primary curriculum. These

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behaviors must be introduced, practiced, and internalized. The expected behaviors will be formally and informally observed by supervising teachers, instructional assistants, counselors, the Assistant Principal, and other professionals. These observations will be shared with parent(s) or guardian(s) through conferences, report cards, and progress reports.

- Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the Assistant Principal within two weeks after classes begin.
- There is an expectation that a measurable amount of learning must take place. Learning rates vary with individual children.
- Grading scales are provided for performance evaluation in relation to the Florida Standards as applicable in the core areas of reading, language arts, math, science, and social studies.

Grading Scale K-2

K-2 grades are based on academic progress and performance in each subject area. Grades reflect the student's level of understanding and skills in a particular subject area at a specific point in time. The following grading scale will be used for assessing assignments:

90%-100% O= Outstanding

The student demonstrates learning and can apply 90-100% of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates outstanding performance on grade-level tasks.

80%-89% M= Meeting Expectations

The student demonstrates learning and can apply 80-89% of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates the ability to meet expectations on grade-level tasks.

70%-79% P= Making Progress

The student demonstrates learning and can apply 70-79% of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates the ability to partially meet expectations on grade-level tasks.

69% or below AC= Area of Concern

The student demonstrates learning and can apply 69% or less of the skills/concepts/processes taught at the student's instructional level during the nine weeks, and daily work consistently demonstrates a lack of understanding on grade-level tasks.

Grading Scale 3-5

90% - 100% = A (*Outstanding*)

The student has learned and can use at least 90% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets high quality standards.

80% - 89% = B (*Above Average*)

The student has learned and can use at least 80% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets above

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average/acceptable standards.

70% - 79% = C (Average)

The student has learned and can use at least 70% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets acceptable standards.

60% - 69% = D (Below Average)

The student has learned and can use at least 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently does not meet acceptable standards most of the time.

59% and below = F (Failure to meet grade level requirements)

The student has learned less than 59% of the skills/concepts/processes taught on his/her instructional level during the nine (9) weeks, or daily work consistently does not meet acceptable standards most of the time.

Middle School Grading Scale (Grade Levels 6-8)

a. Grading Scale Course Performance Standards:

The grading scale below is used to reflect student achievement of the Florida Atlantic University Schools prescribed course performance standards that also reflect the Florida Standards and the Grade Level Expectations.

Grade	Point Average	Value	Definition
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	Below Average Progress
F	0–59	0.0	Failure to Progress
I			Incomplete

Quality Points refers to a final grade for a year-long middle school course as calculated by averaging the grades from each of the four marking periods. The final grade is calculated on a 4.0 system and converted to a letter grade. That value is listed above.

b. Progress Reports:

All students will receive a progress report at the mid-point of the nine-week grading period.

- The progress report is available in Focus.
- The school will keep a duplicate copy of the report; however, failure to advise the parent of a student's academic progress will not be grounds for modifying the student's grade(s).
- Grade reports for a student who has not been in attendance for five (5) consecutive school days after report cards or mid-term reports have been distributed will be mailed to the student's current address on file.

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c. Establishing Grades for Classes:

- Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the Assistant Principal within two weeks after classes begin, as well as provide them in written form to the class and/or parents of the students they are instructing.
- Teachers are also required to provide the Assistant Principal and their students with their course syllabus, outcomes, etc. within the first two weeks of school or after any changes are made in their policies.

d. Incomplete Grades:

In the case of incomplete grades, a student with an excused absence will have the same number of days to make up the missed work as the number of days absent.

- Incomplete grades shall be reported as an "I" on the report card.
- If a student DOES NOT make up the work assigned within a two-week period of time, he/she may receive a grade of "F" for the missed work or any unfinished portion thereof, unless specifically approved by the Assistant Principal.
- All Incompletes (I's) will become F's at the end of the next grading period.

High School Grading Scale (Grade Levels 9-12)

a. High School Course Credit: High school course credit will be awarded on a semester basis. One-half ($\frac{1}{2}$) high school credit is given for passing a semester's work in a high school course. One semester of a University course constitutes a full college credit, which may be designated as $\frac{1}{2}$ high school credit, or a full high school credit as described previously.

- Students designated at the beginning of the school year must be enrolled in a full school day, except as specifically defined for individual high school students taking university coursework as authorized by the Principal or designee.
- The courses may include dual enrollment, off-campus courses or distance courses (with approval).
- Exceptions to these requirements may be granted in unusual circumstances by the Principal or designee. Permission is required in writing and a full explanation of the circumstances submitted.

b. Incomplete Grades: In the case of incomplete grades, a student with an excused absence will have the same number of days to make up the missed work as the number of days absent.

- Incomplete grades shall be reported as an "I" on the report card.
- If a student does not make up the work assigned within a two-week period of time, he/she will receive a grade of "F" for the missed work or any unfinished portion thereof, unless specifically approved by the Principal.
- All Incompletes (I's) will become F's at the end of the next grading period.

c. Academic Probation: Students earning less than a "B" in a university or college dual enrollment course or completing successfully less than 12 undergraduate credit hours in either the fall or spring semesters shall be placed on academic probation for the subsequent semester and officially notified by the Principal or his/her designee.

- If the student is unable to earn the required 12 university credit hours and maintain a "B" or above in all courses attempted during the subsequent semester, the student may be

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released from FAU High School, directed to his/her home district high school and official notification shall be provided to the student and his/her parent(s) or guardian(s) about the dismissal in writing by the Principal or designee.

- d. Repeating a Course: Any student receiving a D or F in any required high school course may repeat the course.
 - A grade of B or higher earned subsequently in the same or comparable course may replace a grade of D or F.
 - Students who receive a D or F in an elective course may repeat the course. A grade of C or higher earned subsequently in another course may replace a grade of D or F.
 - Students in dual enrollment courses who wish to repeat a university course are governed by university policy. No additional credit will be awarded for a repeated course that was previously passed.
 - Students who retake a dual enrollment course must pay all tuition and fees assessed by the university.
 - Students are not allowed to attempt a class for a third time unless given preapproval by the Principal or designee.
- e. Establishing Grades for Classes: Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the Principal within two weeks after classes begin, as well as provide them in written form to the class and/or parents of the students they are instructing.
 - Teachers are also required to provide the Principal and their students with their course syllabus, outcomes, etc. within the first two weeks of school or after any changes are made in their policies.
- f. Participation in Interscholastic and Extracurricular Activities: As required by FHSAA By-Laws 19.6.1 and 19.7.1, FAUHS requires its students to meet all requirements as stated in order to be eligible to participate in interscholastic and extracurricular activities. Participation within a H.S program must achieve a 3.25 and a high disciplinary standard.
- g. Graduation with Honors: Cum laude designation will be determined using a 3.6 cumulative unweighted scale for all courses for which high school credit has been awarded.
 - At the end of the 7th semester, students with a cumulative GPA of 3.9 to 4.0 will receive Summa Cum Laude designation; 3.8 to 3.89 Magna Cum Laude designations; and 3.6 to Cum Laude designations.

Conference Alert/Progress

- Parent(s) or guardian(s) of all K-9 students shall receive a conference alert if there are concerns about the student's social/academic/developmental progress. The classroom teacher shall document student support notification.
- If, during the second semester, it becomes evident that a student is in danger of being retained, a parent(s) or guardian(s) conference with the teacher should be held as early as possible. For those parent(s) or guardian(s) who are unable to attend a conference, or for whom phone contact has been impossible, formal notification of the possible retention shall be sent home, and reasonable attempts to schedule a conference shall be made and documented. Parent(s) or guardian(s) will

be afforded the opportunity for a conference with the teacher or team at a mutually agreed time upon the request of the parent(s) or guardian(s). Retention shall not occur without such a conference, unless specifically recommended by the Principal or designee, and sustained by the Superintendent of Schools.

- The teacher(s) or counselor(s) will be responsible for maintaining documentation demonstrating actual notification or attempts to notify the parent(s) or guardian(s).

Remediation (Grade Levels K-12)

1. Not Meeting Level of Performance for Promotion:

Any student not meeting the specified levels of performance for grade promotion in the areas of reading, writing, and mathematics, as determined by s. 1008.25(4) F.S., or additional criteria established by the FAUS, will be provided with existing standardized test results or specialized subject area assessments to determine the nature of the student's difficulty and areas of academic need and will receive remediation through an Progress Monitoring Plan (PMP).

2. Students Receive Remediation through Progress Monitoring Plan:

Any student performing at the following performance level on state assessments will receive remediation through a Progress Monitoring Plan, which may include, special classes:

- Scores at or below achievement Level 2 on the 4th and 8th grade FAST English Language Arts assessment.
- Scores at or below achievement Level 2 on the 5th and 8th grade FAST mathematics assessment.
- Scores below 300 in 9th and 10th grade FAST English Language Arts.

3. Dropout Prevention Program Components:

The FAUS Dropout Prevention Program has three (3) components:

- Counseling (individual and small group) may be required for middle school students and their parents/guardians by the Principal
- The School-Based Team as provided in Section V of this document, may also be convened by the Principal's discretion.
- Progress Monitoring Plan (PMP) intervention

4. Progress Monitoring Plan Intervention:

The school will develop and implement, in consultation with the student's parent(s) or guardian(s), a PMP designed to assist the student in meeting state and board expectations in reading, writing, mathematics and science. Each PMP must include the provision for intensive remedial instruction in the areas of weakness through strategies considered appropriate by the school administration, counselor(s), and teacher(s) not limited to one or more of the following as appropriate:

- Extended day/week services
- Tutorial services. The school is not required to pay for private tutors. Volunteers may be used.
- Contracted academic services
- Exceptional Student Education services
- Suspension of curriculum other than reading, writing, and mathematics
- Computer-assisted diagnostics and instructional support

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- Planned reading program
- Group or individual remedial instruction
- Other activities/strategies determined by the school

5. Failing Grade in Academic Class:

Each student who earns a failing grade in an academic class can complete a teacher-prescribed curriculum in order to receive credit for the course, provided it is practicable for the deficiency to be remediated and suitable documentation of quality completion is provided.

- Reading, writing, and mathematics proficiency will be reassessed by locally determined assessment no later than the beginning of the next grade level following the remedial instruction.
- The student will continue to receive remediation until the criteria for promotion is reached. Faculty will confer with the Principal or designee regarding the need, mechanism, and duration of the remediation.

6. Remedial Courses:

No remedial courses may be used to meet the required course requirements and no more than four remedial or compensatory credits may be applied toward the required number of graduation credits unless approved through an Individual Education Plan Committee.

- Courses that provide parallel performance standards but alternate instructional strategies are not considered remedial or compensatory.

7. Low Performing in Core Subjects:

Teachers in the middle school (grades 6-8) will be responsible for reviewing the academic progress of all their students. Students identified as low performing based on their academic progress in core subjects, norm-referenced test scores FAST scores, or other evaluation tools will be scheduled for intensive remediation.

Records, Reports and Monitoring

A record of all promotions, retentions, remedial placements, and/or other types of special placement will be placed in the student's cumulative folder.

- Student performance and progress in grade levels K-9 will be reported to parent(s) or guardian(s) through periodic report cards, mid-term progress reports and standardized assessments.
- The parent(s) or guardian(s) is/are encouraged to arrange for a conference(s) with teachers and school officials as necessary at grade levels K-9.

Completion Ceremony / Graduation Ceremony

To participate in the middle school commencement ceremony or high school graduation, a student must have met all of the requirements by the date established to determine promotion eligibility and be in good academic and behavioral standing.

- All financial obligations must be met 72 hours prior to the ceremony.
- Parents shall be notified at least five (5) business days before graduation of any outstanding financial obligations to that date.
- Students not in "good standing" or having outstanding financial obligations shall not be permitted to

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- “walk” at the middle school commencement ceremony or the high school graduation.
- In the event of a sustained medical event and at the Principal’s discretion, the Principal may recommend that a particular student be allowed to participate in the ceremony that has not satisfactorily completed all requirements.
 - The Principal’s decision is final.
 - It is important for each student to recognize that participation in the completion ceremony is an important privilege, but one that can be withdrawn by inappropriate conduct or other situations affecting “good standing.”
 - A student attending FAUS as a part of a recognized foreign exchange program may receive special dispensation at the recommendation of the Principal.

Exceptional Student Education and Section 504/ADA Provisions

1. Modifications to Courses:

Courses may be modified for either an exceptional student or student who qualifies as disabled under Section 504/ADA access to a standard diploma.

- Modifications to basic and/or vocational courses will not modify the curriculum frameworks.
- Modifications as specified on the student’s Individualized Education Plan (IEP) may include a variety of options (refer to student’s IEP for further details), but are not limited to any or all of the following modifications:
 - Instructional time;
 - Instructional methodology;
 - Use of a special communications system by the teacher and/or student; and
 - Test administration procedures and other evaluation procedures to accommodate the student’s disability in accordance with applicable Federal and State Laws and State Board of Education Rules.
- Decisions about exemptions for modifications are made in the annual Individualized Education Plan (IEP) conference and recorded on the student’s Individualized Education Plan (IEP).
- Modifications as specified on the student’s IEP might include flexible setting, extended time, the recording of answers, revised format, and mechanical aids as appropriate to the test.

2. Exceptional Education Students (ESE) Receiving Standard Diploma:

ESE students receiving a standard diploma must meet the same graduation and promotion requirements as all other students as outlined previously for the majority population.

- A student may meet the definition of “disabled” under 504/ADA and not meet the criteria for placement in the Exceptional Student Education program. Appropriate modifications will be provided and recorded on the student’s Section 504/ADA Accommodation Plan.
- Section 504/ADA eligible students who do not meet ESE requirements have the same rights of modification during a test administration.
- Decisions about exemptions for modifications are made and recorded on the Accommodation Plan as described in the FAUS Section 504/ADA Plan.

Definition of Credits (Grades 9-12)

1. Minimum Instructional Hours for Credit:

A student, upon having received instruction in a designated high school course of study for a minimum of 70 hours for a one-half credit class and 135 hours for a one credit class and upon receiving passing grades (according to written grading standards including mastery of approved course performance standards) will be granted credit for such course(s).

- FAUHS will provide opportunities to students to make up missed instructional time for high school course work for excused absences within reasonable time frames determined by the subject area teacher but not exceeding two weeks, unless specifically approved by the Assistant Principal.
- In the event the student has not been in instruction for a minimum of 70 hours for a ½ credit high school course or 135 hours for a one- credit high school course, the student may still be awarded credit if mastery of at least 70% of the state course frameworks, course performance standards and teacher’s written grading standards was demonstrated as documented by the teacher and other criteria.

2. Retaking Course for Grade Forgiveness

A student may retake a course where a grade of D or F is earned by retaking that course or by taking a different course, with the approval of the Assistant Principal and with course comparability. The D/F grade can be forgiven with a grade of C or higher. The C or higher grade replaces the D/F grade in the GPA but remains on the transcript with no impact to the GPA. All forgiven courses and grades must be included on the student’s transcript as an accurate reflection of a student’s record of achievement.

- If the course is a required course and the student has earned a grade of D or F, the student must retake the same course or take a comparable course to replace the grade.
- High school courses may be used to fulfill graduation requirements, but may not be used to replace university course grades.

3. Honors Courses Certification and Requirements:

Each High School academic team, under the direction of the Principal, will develop and certify honors courses and requirements.

- Teachers, after team review, with the Principal’s approval, may choose to offer honors or advanced placement course credit on a student-by-student basis.
- Honors and Advanced Placement courses (AP) may also be delivered as a directed independent study, but in the case of AP, no AP credit will be given if the student does not reasonably prepare for and attempt the specific AP exam represented by the courses.

Parental and Public Notification

Notification to Third (3rd) Grade Parents/Guardians of Reading Deficiency

The Principal or designee, including responsible teacher, counselor or team leader shall notify affected grade K-3 parents/guardians regarding reading deficiency at least each grading period.

- The Principal or designee shall notify parents/guardians officially with written correspondence if

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the reading deficiency is determined to be severe enough that the student may be retained as provided in statute, administrative rule and/or this document.

- Any lack of notice shall not be cause to challenge or invalidate the relevant statutory, rule or policy requirements set forth herein.

Notification to High School Parents/Guardians of Students with Graduation Deficiency

The Principal or designee, including the responsible teachers, counselor or team leader shall notify affected grade 9-12 parents/guardians regarding graduation deficiency annually in grades 9- 11 and each semester grading period including summer of grade 12.

- The Principal or designee shall notify parents/guardians officially with written correspondence if the graduation difficulty is determined to be severe enough that the student may not graduate as provided in statute, administrative rule and/or this document.
- The Principal shall provide high school students and parent(s)/guardian(s) with a course-specific graduation review not less than at the beginning and end of each semester in grades 11 and 12.
- Any lack of notice shall not be cause to challenge or invalidate the relevant statutory, rule or policy requirements determining graduation as provided herein.

Notification to Parents/Guardians on Consequences of Failure of Students to Receive Standard Diploma

The Principal or designee shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions. Any lack of notice shall not be cause to challenge or invalidate the relevant statutory, rule or policy requirements for students set forth herein.

Notification to Parent/Guardians Annually of All Students on Progress of Meeting State and District Expectations

The school shall annually report to the parent(s)/guardian(s) of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test.

- The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information.
- Progress reporting must be provided to the parent in writing in a format adopted by the school and presented herein.
- The preponderance of evidence from evaluations should be used to determine expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test.
- The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information.
- Progress reporting must be provided to the parent in writing in a format adopted by the school and presented herein.
- The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade, but the determination of the Principal is final.

Student Progression / Promotion Criteria Grades K-5

KINDERGARTEN			
<p><u>FACTORS TO CONSIDER WHEN DECISION MAKING:</u></p> <ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.) ❖ ELLs active in ESOL Program* ❖ For students working on access points consider progress on alternate standards ❖ Literacy Assessment System Results and other Literacy Assessment Results ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results ❖ Social Studies Standards ❖ Writing Samples ❖ Science Unit Standards Assessments ❖ Data sources to show rate of progress/growth 			<p>DECISIONS FOR NEXT YEAR</p>
Student Performance Level	Literacy Assessment	STAR Early Literacy Assessments	Promotion or Retention
Above Grade Level	RRR: E or above	Probable Reader	<ul style="list-style-type: none"> ● Promote to 1st Grade
On Grade Level	RRR: D Independent	Transitional Reader	
	RRR: C Independent	Transitional Reader	
Below Grade Level	RRR: B Independent	Emergent Reader 26-39 percentile	<ul style="list-style-type: none"> ● Promote with a Progress Monitoring Plan ● Must provide daily immediate intensive intervention (iii)
	RRR: A Independent	Emergent Reader ≤ 25 percentile	<ul style="list-style-type: none"> ● Promote with a <i>Progress Monitoring Plan</i>** or ● Retain with an individualized PMP** ● Must provide daily immediate intensive intervention (iii)
<p>*Retention of an ELL student may not be based solely on lack of English proficiency. ELLs in an ESOL Program for less than two complete school years should not be recommended for retention.</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan.</p> <p>Additional assessments and data may be considered to provide a comprehensive assessment of each student’s progress.</p> <p>**Promotion or retention decisions will be made based on review of intervention data with Principal’s approval.</p>			

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GRADE 1			
<p><u>FACTORS TO CONSIDER WHEN DECISION MAKING:</u></p> <ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferencing Notes, etc.) ❖ ELLs active in ESOL Program* ❖ For students working on access points consider progress on alternative standards ❖ Literacy Assessment System Results and other Literacy Assessment Results ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results ❖ Social Studies Standards ❖ Writing Samples ❖ Science Unit Standards Assessments and Next Generation Science Quizzes ❖ Data sources to show rate of progress/growth 			<p>DECISIONS FOR NEXT YEAR</p>
Student Performance Level	Literacy Assessment	STAR Early Literacy Assessments	Promotion or Retention
Above Grade Level	RRR: Above J	Probable Reader i-Ready: ≥81%ile	<ul style="list-style-type: none"> ● Promote to 2nd Grade
On Grade Level	RRR: Independent Level I	i-Ready: 50 –80%ile	
	RRR: Independent Level H	i-Ready: 25-49%ile	
Below Grade Level	RRR: Independent Level F-G	i-Ready: 12-24%ile	<ul style="list-style-type: none"> ● Promote with a Progress Monitoring Plan ● Must provide daily immediate intensive intervention (iii)
	RRR: Independent Level E or below	i-Ready: 11th%ile or below	<ul style="list-style-type: none"> ● Promote with a <u>Progress Monitoring Plan</u>** or ● Retain with an individualized PMP** ● Must provide daily immediate intensive intervention (iii)
<p>*Retention of an ELL may not be based solely on lack of English proficiency. ELLs in an ESOL Program for less than two complete school years should not be recommended for retention.</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan.</p> <p>Additional assessments and data may be considered to provide a comprehensive assessment of each student’s progress.</p> <p>**Promotion or retention decisions will be made based on review of intervention data with Principal’s approval.</p>			

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GRADE 2			
<p><u>FACTORS TO CONSIDER WHEN DECISION MAKING:</u></p> <ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.) ❖ ELLs active in ESOL Program* ❖ For students working on access points consider progress on alternative standards ❖ Literacy Assessment System Results and other Literacy Assessment Results ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results ❖ Social Studies Standards ❖ Writing Samples ❖ Science Unit Standards Assessments and Next Generation Science Quizzes ❖ Data sources to show rate of progress/growth 			<p>DECISIONS FOR NEXT YEAR</p>
Student Performance Level	Literacy Assessment	STAR Reading and Other Assessments	Promotion or Retention
Above Grade Level	RRR: Independent N or above	iReady: ≥81%ile	<ul style="list-style-type: none"> ● Promote to 3rd Grade
On Grade Level	RRR: Independent M	iReady: 51 – 80%ile	
	RRR: Independent M	iReady: 40-50%ile	
Below Grade Level	RRR: Independent L	iReady: 26-39%ile	<ul style="list-style-type: none"> ● Promote with a Progress Monitoring Plan ● Must provide daily immediate intensive intervention (iii)
	RRR: Independent K or below	iReady: 25%ile or below	<ul style="list-style-type: none"> ● Promote with a <i>Progress Monitoring Plan</i>** or ● Retain with an individualized PMP** ● Must provide daily immediate intensive intervention (iii)
<p>*Retention of an ELL may not be based solely on lack of English proficiency. ELLs in an ESOL Program for less than two complete school years should not be recommended for retention.</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan.</p> <p>Additional assessments and data may be considered to provide a comprehensive assessment of each student’s progress.</p> <p>**Promotion or retention decisions will be made based on review of intervention data with Principal’s approval.</p>			

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GRADE 3							
FACTORS TO CONSIDER WHEN DECISION MAKING:							DECISIONS FOR NEXT YEAR
<ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.) ❖ ELLs active in ESOL Program* ❖ For students working on access points consider progress on alternative standards ❖ Literacy Assessment System Results and other Literacy Assessment Results ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results ❖ Social Studies Standards ❖ Writing Samples ❖ Science Unit Standards Assessments and Next Generation Science Quizzes ❖ Data sources to show rate of progress/growth 							
Student Performance Level	Florida Assessment (FAST) Level English/Language Arts		Literacy Assessment	IREADY Reading and Math	Florida Standards Assessment (FAST) Level Mathematics		Promotion or Retention
Above Grade Level	Mastery	5	Independent Level: R or above	≥81%ile	Mastery	5	<ul style="list-style-type: none"> ● Promote to 4th Grade
On Grade Level	Proficiency	4	Independent Level P-Q	51 – 80%ile	Proficiency	4	
	Satisfactory	3	Independent Level N-O	40 – 50%ile	Satisfactory	3	
Below Grade Level	Below Satisfactory	2	Independent Level M	26-39%ile	Below Satisfactory	2	<ul style="list-style-type: none"> ● Promote with a Progress Monitoring Plan ● Must provide daily intensive intervention (iii)
	Inadequate Level of Satisfactory	1	Independent Level L or below	25%ile	Inadequate Level of Satisfactory	1	<ul style="list-style-type: none"> ● Promote with a Good Cause Exemption and a <u>Progress Monitoring Plan</u>** or ● Retain with an individualized PMP** ● Must provide daily intensive intervention (iii)
<p>*Retention of an ELL may not be based solely on lack of English proficiency. ELLs in an ESOL Program for less than two complete school years should not be recommended for retention.</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan.</p> <p>Additional assessments and data may be considered to provide a comprehensive assessment of each student’s progress.</p> <p>**Promotion or retention decisions will be made based on review of intervention data with Principal’s approval.</p>							

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GRADE 4							
FACTORS TO CONSIDER WHEN DECISION MAKING:						DECISIONS FOR NEXT YEAR	
<ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferencing Notes, etc.) ❖ ELLs active in ESOL Program* ❖ For students working on access points consider progress on alternative standards ❖ Literacy Assessment System Results and other Literacy Assessment Results ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results ❖ Social Studies Standards ❖ Writing Samples ❖ Science Unit Standards Assessments and Next Generation Science Quizzes ❖ Data sources to show rate of progress/growth 							
Student Performance Level	Florida Assessment (FAST) Level English/Language Arts		Literacy Assessment	IREADY Reading and Math	Florida Standards Assessment (FAST) Level Mathematics		Promotion or Retention
Above Grade Level	Mastery	5	Independent Level U and Above	≥81%ile	Mastery	5	<ul style="list-style-type: none"> ● Promote to 5th Grade
On Grade Level	Proficiency	4	Independent Level S-T	51 – 80%ile	Proficiency	4	
	Satisfactory	3	Independent Level R	40 – 50%ile	Satisfactory	3	
Below Grade Level	Below Satisfactory	2	Independent Level Q	26-39%ile	Below Satisfactory	2	<ul style="list-style-type: none"> ● Promote with a Progress Monitoring Plan ● Must provide daily immediate intensive intervention (iii)
	Inadequate Level of Satisfactory	1	Independent Level P or below	25%ile	Inadequate Level of Satisfactory	1	<ul style="list-style-type: none"> ● Promote with a Good Cause Exemption and a <u>Progress Monitoring Plan</u>** or ● Retain with an individualized PMP** ● Must provide daily immediate intensive intervention (iii)
<p>*Retention of an ELL may not be based solely on lack of English proficiency. ELLs in an ESOL Program for less than two complete school years should not be recommended for retention.</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan.</p> <p>Additional assessments and data may be considered to provide a comprehensive assessment of each student’s progress.</p> <p>**Promotion or retention decisions will be made based on review of intervention data with Principal’s approval.</p>							

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GRADE 5							
FACTORS TO CONSIDER WHEN DECISION MAKING: <ul style="list-style-type: none"> ❖ Teacher Judgment (Observations, Checklists, Conferencing Notes, etc.) ❖ ELLs active in ESOL Program* ❖ For students working on access points consider progress on alternative standards ❖ Literacy Assessment System Results and other Literacy Assessment Results ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results ❖ Social Studies Standards ❖ Writing Samples ❖ Science Unit Standards Assessments and Next Generation Science Quizzes ❖ Data sources to show rate of progress/growth 						DECISIONS FOR NEXT YEAR	
Student Performance Level	Florida Assessment (FAST) Level English/Language Arts		Literacy Assessment	IREADY Reading and Math	Florida Standards Assessment (FAST) Level Mathematics		Promotion or Retention
Above Grade Level	Mastery	5	Independent Level W and Above	≥81%ile	Mastery	5	<ul style="list-style-type: none"> ● Promote to 6th Grade
On Grade Level	Proficiency	4	Independent Level V Independent Level T-U	51 – 80%ile 40-50%ile	Proficiency	4	
	Satisfactory	3			Satisfactory	3	
Below Grade Level	Below Satisfactory	2	Independent Level S	26-39%ile	Below Satisfactory	2	<ul style="list-style-type: none"> ● Promote with a Progress Monitoring Plan ● Must provide daily immediate intensive intervention (iii)
	Inadequate Level of Satisfactory	1	Independent Level R or below	25%ile	Inadequate Level of Satisfactory	1	
<p>*Retention of an ELL may not be based solely on lack of English proficiency. ELLs in an ESOL Program for less than two complete school years should not be recommended for retention.</p> <p>Levels are provided by the Florida Department of Education, Office of Assessment, and Fountas and Pinnell Guided Reading Level that is incorporated herein by reference as part of this Plan.</p> <p>Additional assessments and data may be considered to provide a comprehensive assessment of each student’s progress.</p> <p>**Promotion or retention decisions will be made based on review of intervention data with Principal’s approval.</p>							

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Statutory Requirements; s.1008.325, F.S., 1003.41, 1003.42, 1002.20

Approved by the FAUS School Advisory Body 9-20-2023

Approved by the FAUS School Advisory Body Education Committee as a working document on June 21, 2017

Approved by the FAUS School Advisory Body 8-2-2017

Approved by the FAUS School Advisory Body Education Committee on 9-22-21

Approved by the FAUS School Advisory Body 10-20-21