

SECONDARY PROGRAMS – Grades 6-12

Promotion and Placement

At a minimum, secondary students who score at Level 1 on the FCAT Reading Assessment must be enrolled in and complete an Intensive Reading course the following year.

Secondary students who score at Level 1 or Level 2 on the FCAT Reading Assessment and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention through a double block of intensive reading or by blocking together a class of —Intensive Reading|| with another subject area class, both taught by a single teacher who holds the reading endorsement or a certification in reading. This intervention course should include on a daily basis: whole group explicit instruction, small group differentiated instruction, monitored independent reading practice, infusion of Next Generation Sunshine State Standards specific to the linked subject area and a focus on informational text at a ratio matching that assessed on the FCAT.

Fluent Level 2 students may be served in content area classes taught by teachers who have completed the CAR-PD program, the reading endorsement or hold a certificate in reading. This course should include on a daily basis: whole group explicit instruction, small group differentiated instruction, monitored independent reading practice, infusion of Next Generation Sunshine State Standards specific to the linked subject area and a focus on informational text at a ratio matching that assessed on the FCAT.

Schools must progress monitor students scoring below Level 3 on the FCAT Reading Assessment at least three times per year to include a baseline, midyear and end of year assessment. In both reading and math, screening, diagnostic assessment and progress monitoring assessment data are used in making decisions about core, targeted and intensive instructional needs.

Proficiency in reading, writing, science and mathematics will affect promotion and placement. Pupil proficiency levels in reading, writing, mathematics and science will be evaluated at each grade level. Students who are identified as non-proficient will be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in non-academic subjects in order to schedule remedial instruction necessitated by a Progress Monitoring Plan.

Secondary School Reform Programs

Middle and high school programs throughout the district must include:

- Procedures for placing and promoting students from out of state or from a foreign country
- Alternative methods for demonstrating competency in required courses, with special support for students who have been retained
- Applied, integrated and combined courses that meet individual learning styles
- Intensive reading and mathematics courses
- Grade forgiveness policies
- Summer programs for remediation or credit recovery programs
- Support for teachers seeking the reading endorsement and reading professional development for content areas
- Creative and flexible scheduling to meet student needs
- Procedures for middle and high school students to prepare an electronic personal education plan (EPEP)
- Tools for parents to regularly monitor student progress and communicate with teachers

Proficiency Levels – Middle and High School

Students will be identified as substantially deficient in reading, mathematics, science and/or writing if their performance on grade level curriculum, assessments, observations, progress monitoring or other relevant data **consistently** indicates non-proficiency or non-mastery of standards. The primary evidence sources will be:

1. Grades given during each reporting period – grades of D or F on grade level curriculum indicate non-proficiency or non-mastery and require intervention.

2. Performance on FCAT Reading, Mathematics and/or Science – Level 1 or 2 scores indicate non-mastery and require intervention.
3. Performance on FCAT Writing and/or District Writing Assessment – A score below 3.5 requires intervention.

If after intervention the student has not shown improvement, diagnostic assessments will be used to determine specific areas of deficiency and this data will contribute to the development of a Progress Monitoring Plan.

At the high school level, school personnel will identify students failing to pass **either** the reading **or** the mathematics portion of the tenth grade FCAT (or appropriate EOC) and prepare a specific remediation plan to address their deficiencies so they might earn a passing score on a subsequent retake opportunity.

Secondary Grading

1. A grade of D or above reflects mastery of 60 percent of the course performance standards (as identified in the appropriate course descriptions and grade level expectations) for the grading period.
2. If a student receives an unexcused absence, he/she will not be allowed to make up, for credit, any work missed during the unexcused absence. A zero (0) will be assigned for such assignments unless he/she successfully completes strategies designed to remediate truant behavior.
3. ALL students in grades 8-12 will be given end-of-term examinations in each course as follows:
First Nine Weeks – A comprehensive nine weeks test that will carry no additional weight toward the nine weeks grade.
Second Nine Weeks – A comprehensive semester test (covering both nine weeks) that will count 20% of the first semester grade.
Third Nine Weeks - A comprehensive nine weeks test (third nine weeks only) that will carry no additional weight toward the nine weeks grade.
Fourth Nine Weeks – A district-approved comprehensive end of course test (covering the full year) that will count 20% of the second semester grade.

Grades 6 and 7 students will be tested in the same manner except that the second semester test (fourth nine weeks) will cover the third and fourth nine weeks only.

In subjects for which a state end of course assessment is developed, the EOC will be given in addition to the above examinations and will count 30% of the final course grade.

Upon principal approval, teachers may substitute a large project or alternative assignment for the first and third nine weeks test. Walton Career Development Center administers semester exams each nine weeks due to the scope of class needs requiring extended course scheduling.

Miscellaneous Provisions

1. To be eligible to participate in extracurricular activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale during the previous semester.
2. Students in grades 6-12 who fail two (2) or more courses in one grading period will not be allowed to participate in extracurricular activities, regardless of their GPA, during the subsequent grading period. For purposes of this provision, a grading period shall be defined as one attendance semester (18 weeks or 90 school days) as defined by the Florida High School Activities Association.