



H. High School Progression Plan

POLICY 6000.1: STUDENT PROGRESSION PLAN

MISSION STATEMENT: BROWARD COUNTY PUBLIC SCHOOLS IS COMMITTED TO EDUCATING ALL STUDENTS TO REACH THEIR HIGHEST POTENTIAL. THIS POLICY AND RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS AND ENSURE ALL STUDENTS ARE COLLEGE AND CAREER READY UPON GRADUATION.

POLICY 6000.1 Rev 08/08/17

HIGH SCHOOL PROMOTION

1. **Grade designation for high school students will be determined as:**
 - a. **Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.**
 - b. **Following completion of one year designated as 9th grader, the student will be designated a 10th grader.**
 - c. **Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.**
 - d. **Following completion of one year designated as an 11th grader, the student will be designated as a 12th grader.**
 - e. **Students enrolled in and attending the Alternative Secondary Schools including Department of Juvenile Justice (DJJ) programs, participate in a “performance-based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.**

PROGRESS MONITORING PLAN REMEDIATION PROCESS – BCPBS POLICY 6000.1

1. Assessment Support:

- a) Each student including those with disabilities who does not achieve Level 3 or above on the statewide, standardized English Language Arts and/or mathematics assessment, or the Algebra 1 EOC assessment, must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance.
- b) A student who is not meeting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
 - i) A federally required student plan, such as an Individual Educational Plan (IEP)



- ii) An individualized progress monitoring plan:
- iii) Or both, as necessary

2. Specific PMP Reading Requirements:

- a) Not applicable for High School Students
- b) A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate Intensive reading interventions (F.S.1008.25(5)(a)).
- c) The student’s reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment (F.S. 1008.25(5)(a)).
- d. Research-based instructional activities that have been shown to be successful with low-performing students will be used.

3. Specific PMP Mathematics Requirements:

- a) Not Applicable for High School Students
- b) Not Applicable for High School Students
- c) The teacher must develop and implement, in consultation with the student’s parent, a PMP in mathematics to assist the student in meeting State and District expectations for proficiency (F.S. 1008.25(4)(b)).
- d) Schools must provide frequent monitoring of student progress.
- e) Research-based mathematics activities that have been shown to be successful in teaching mathematics to low-performing students will be implemented.

4. Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)

- a) All classrooms will utilize a data-based problem solving process designed to develop, implement, and evaluate a coordinated continuum of evidence based instruction and intervention practices to meet the differentiated needs of all students. The District’s Multi-Tiered System of Supports (MTSS)/Response to Intervention/Instruction (RtI) model guides the implementation of a tiered approach to instruction.
- b) During Tier 1 (universal core instruction), all students are provided a daily, minimal 90-minute reading block of literacy/language arts instruction.



- c) Strategic intervention instruction (Tier 2) and intensive intervention instruction (Tier 3) provide students with additional or more intensive instruction than what they have been receiving during their initial reading block. This immediate intensive intervention may include increasing the frequency of daily, small group differentiated instruction, intensifying the focus and/or format of instruction, and/or decreasing the size of the instructional small group.
- d) To assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level, the intensive intervention for students retained in third grade will include:
 - i) Effective instructional practices,
 - ii) Participation in the summer reading camp, and
 - iii) Appropriate teaching methodologies (F.S. 1008.25(7)).
- e) Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as, beyond the school day. Extended learning opportunities will be determined on an annual basis.

HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES

- a) Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day.
- b) Extended learning opportunities will be determined on an annual basis.

Semester Grades

At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination.

Forgiveness Rule:

- a) For middle grades students entering the ninth grade, forgiveness for required courses shall be limited to replacing a grade of "C," "D," or "F" or "I" with a grade of "C" or higher, earned subsequently in the same or comparable course.
- b) Forgiveness for elective courses shall be limited to replacing a grade of "C," "D," "F," or "I" with a grade of "C" or higher earned subsequently in another course (F.S. 1003.43).
- c) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA; however, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement.



The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record or to delete the forgiven course and grade (F.A.C. 6A-1.0955(3)(a)(7) and F.S. 1003.428(4)(d)). – ***Revised 08/08/17***