

CURRICULUM BULLETIN 2016-2017



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The information contained within this overview of the HIVE Preparatory School program is based upon the Miami-Dade County Public Schools' (M-DCPS) Pupil Progression Plan and all required state mandates. Moreover, it helps to delineate the school's mission of collaborating with stakeholders in creating a **Highly Inquisitive Versatile Education** that will facilitate a student-centered, adaptable learning environment. The school will provide students with a rigorous academic and social preparation that will promote dignity, courtesy, discipline, responsibility, and high expectations in order to achieve high academic standards and become productive citizens.

Kindergarten Entrance. Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to HIVE Preparatory School upon application during that school year. Entering kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) and any additional screening assessment(s) designated by the State to assess their readiness for school.

Grade 1 Entrance. Any child who will attain the age of six years on or before September 1st of the school year shall be eligible for admission to grade 1 at HIVE Preparatory School upon application if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which Miami-Dade County Public School (M-DCPS) would accept transfer of credit. A report card, transcript, or other written record from the out-of-state/country school, non-public school, or home education program, indicating that the student has been promoted to grade 1 or has satisfactorily completed kindergarten, must be submitted at the time of registration.

Grade 2 – 8 Entrance. Any child, previously enrolled in another school within the district, may apply to HIVE Preparatory School. Upon acceptance, the sending school will complete and forward all student records inclusive of cumulative folders to HIVE for appropriate grade placement. The grade placement of students transferring from within the state, from other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made using one or more criteria in accordance with relative Florida Board of Education (FBE) rules. Grade placement on the transcript from the sending school will be honored.

Students transferring into the district will be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially important for grade 3 students. If a student transfers after the administration of the FSA, or subsequent state assessment, in grade 3, the school will determine, before the end of the school year, utilizing previous school records, classwork, and other assessments, whether the student is reading at a level of proficiency that prepares the student for the more advanced work of the next grade.

Entry by out-of-state transfer students will be in accordance with the following guidelines:

1. Any student who transfers from an out-of-state public school or home education program and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required within subsection 3. However, if a Student's records reflect an age discrepancy of two years or more, placement will be according to chronological age on the chart found at the end of this section.
2. Any student who transfers from an out-of-state, nonpublic school, or home education program and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools or home education program within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under the policies of the School Board. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age. Prior to admission, the parent must also provide the data required below.
3. In order to be admitted to HIVE Preparatory School, a student transferring from an out-of-state school or home education program must provide the following:
 - a. Official documentation that the parent was a legal resident of the state in which the child was previously enrolled in a school or home education program (legal in this context refers to place of abode and does not refer to immigrant status).

- b. An official letter or transcript from a proper school authority which shows the record of attendance, academic information, and grade placement of the student.
- c. Evidence of date of birth.
- d. Evidence of immunization against communicable diseases.
- e. Evidence of a health examination completed within 12 months prior to transfer. Also a tuberculin skin test and appropriate follow-up are required.

Applicants with school records from out-of-country will be considered for admission under the same provisions as out-of-state transfer students.

Student Chronological Age Assignment for HIVE

Age(s)	Level Assigned
5 – 10	K – 8 (Elementary Program)
11	K – 8 (Elementary or Middle Program pending review of academic records)
12 – 13	K – 8 (Middle Program)
14	K – 8 (Middle Program) or directed to senior high school pending review of academic records
15 & older	Senior high school

Elementary Program Core Subjects and the Time Allotted for Instruction:

- Language Arts/ Reading: minimum of 90 minutes of consecutive uninterrupted, daily instruction

- Writing: 150 minutes of weekly instruction, with a minimum of 30-minute instructional blocks.
- Mathematics: minimum of 60 minutes of consecutive, uninterrupted, daily instruction.
- Science: (K-1) 60 minutes per week of instruction; (2-5) 150 minutes per week of instruction.
- Social Science: (K-1) 60 minutes per week of instruction; (2-5) 120 minutes per week of instruction.
- Art: (K-1) 40 minutes per week of instruction; (2-5) 60 minutes per week of instruction.
- Music: (K-1) 40 minutes per week of instruction; (2-5) 60 minutes per week of instruction.
- Physical Education: (K-1) 150 minutes of weekly instruction; (2-5) 150 minutes of weekly instruction.

Sample HIVE Elementary K – 5 Course Pathway

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading	Reading	Reading	Reading	Reading	Reading
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
Science	Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Physical Ed /Health	Physical Ed /Health	Physical Ed /Health	Physical Ed /Health	Physical Ed /Health	Physical Ed /Health
Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music

Required Topics of Study for Elementary Grades:

- African American history and culture (K-5)

- Hispanic contributions to the United States (K-5)
- Economic education (K-5)
- Substance abuse education (K-5)
- Human growth and development (including HIV/AIDS education) (K-5)
- Child abuse prevention education (K-5)
- Gun safety (K-5)
- Water safety, W.H.A.L.E. Tales (K-5)
- Pedestrian/bicycle safety (K-5)
- Computer literacy (K-5)
- Multicultural education (K-5)
- Women's contributions to the United States (K-5)
- Character education (K-5)
- Holocaust education (K-5)
- Sacrifices made by veterans in protecting democratic values (K-5)
- History and content of the Declaration of Independence and the U.S. Constitution (K-5)
- Bullying Curriculum (K-5)
- Sexting Curriculum (K-5)
- Internet Safety (K-5)

Retention Determination Procedures:

- Review of student's educational progress. Students not meeting school or state performance levels in reading, writing, mathematics, and/or science must be monitored for progress following the procedures delineated in the school-wide PMP through RtI/MTSS. The established student promotion policy is the same for students with disabilities who are following the NGSSS. For students with disabilities, the IEP may constitute involvement in the school-wide the PMP process.

- Students with disabilities who are following NGSSS are expected to show progress towards meeting district and state performance standards.
- Review of ELLs' educational progress follows the procedures delineated in the school-wide PMP through RtI/MTSS. ELLs are expected to show progress toward meeting district and state performance levels, which may be demonstrated in either English or the students' home language. ELL Committee recommendations must be documented in the student's Individual ELL Plan.
- Consider/conduct additional activities necessary to assist in this decision and improve performance.

RETENTION IMPLEMENTATION:

- Review report of students who are retained in fall and spring.
- Assure that all strategies have been implemented.
- Plan and implement appropriate follow-up activities to reduce potential, subsequent retentions.

SUCCESSFUL PROGRESSION OF RETAINED THIRD GRADE STUDENTS:

HIVE will implement the following guidelines, as specified in Section 1008.25(7)(a),(b), F.S.:

- Retained students must be provided intensive interventions in reading including students with disabilities who take FSA to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.
- This intensive intervention must include:
 - effective instructional strategies,
 - small group targeted interventions,
 - participation in summer reading camp, and

- appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.
- HIVE will:
 1. conduct a review of the student's progress as delineated in the procedures for the school-wide PMP through RtI/MTSS for all grade 3 students who did not score above Level 1 on FSA Reading and did not meet the criteria for one of the good cause exemptions,
 2. the review will address additional supports and services needed to remediate the identified areas of reading deficiency,
 3. ensure that a student portfolio is completed for each such student, and
 4. provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency including:
 - a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and which may include, but are not limited to:
 - small group instruction,
 - reduced teacher-student ratios,
 - more frequent progress monitoring,
 - tutoring or mentoring,
 - transition classes containing grade 3 and grade 4 students,
 - extended school day, week or year, and
 - summer reading camps.
 - Students who are retained in grade 3 must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 - In addition to required reading enhancement and acceleration strategies, schools must provide the parent of a student to be retained with at least one of the following instructional options:
 1. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school,

2. a Read at Home plan outlined in a parental contract, including participation in Families Building Better Readers Workshops” and regular parent-guided home reading, and

Appropriate implementation of the state-approved, M-DCPS [K-12 CRRP](#) and the School Board-approved *Literacy Plan for Students with Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

INTENSIVE ACCELERATION CLASS FOR RETAINED THIRD GRADERS:

HIVE Preparatory School will establish, where applicable, an Intensive Acceleration opportunities for retained grade 3 students, including students with disabilities, who subsequently score at Level 1 on FSA Reading. The focus of the Intensive Acceleration Class is to increase a child’s reading level at least two grade levels in one school year. The Intensive Acceleration Class must:

- Provide uninterrupted reading instruction for the majority of student contact time each day.
- Incorporate opportunities to master the grade 4 NGSSS in other core subject areas using a reading program that is scientifically research- based and has proven results in accelerating student reading achievement within the same school year.
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.
- Include weekly progress monitoring measures to ensure progress is being made.

Appropriate implementation of the state-approved, M-DCPS [K-12 CRRP](#) and the School Board-approved *Literacy Plan for Students with Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

TRANSITIONAL INSTRUCTIONAL SETTING FOR RETAINED THIRD GRADERS

HIVE will provide a student who has been retained in grade 3 the option of being placed in a transitional instructional setting. Such setting will be specifically designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of the reading deficiency. Students who are retained in grade 3 a second time will be placed in a 3/4 grade level combination to ensure that grade 4 curriculum is being provided in subject areas where the student does not have a deficiency.

Appropriate implementation of the state-approved, M-DCPS [K-12 CRRP](#) and the School Board-approved *Literacy Plan for Students with Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

Middle Program Core Subjects and Sequencing:

The middle school curriculum is comprised of courses in core academic and electives providing instruction based on the State’s Next Generation Sunshine State Standards. These subject areas include language arts/ESOL, mathematics, social science, science, and physical education, music, art, dance, foreign language and career and technical education. In order to be promoted to senior high school, students must successfully complete the following academic courses:

Courses/Subjects	Course Requirements	Additional Information
English	Three middle school annual courses	<ul style="list-style-type: none"> • The courses will emphasize instruction in literature, composition, and technical text. • For English Language Learners, the required course is M/Language Arts through ESOL.
Mathematics	Three middle school annual courses	
Science	Three middle school annual courses	

Courses/Subjects	Course Requirements	Additional Information
Social Science	<p>Three middle school annual courses</p> <p>Civics is one of the required courses. It is offered in 7th grade.</p>	<ul style="list-style-type: none"> Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course Effective, as of the 2013-2014 school year, a student's score on the Civics EOC examination will constitute 30% of the Civics course grade. Beginning with the 2014-2015 school year, students must earn a passing score on the Civics EOC assessment to pass the Civics course and to be promoted from the middle school to high school.
Physical Education	<p>One semester in grades 6, 7, and 8</p>	<p>This requirement may be waived under the following conditions:</p> <ul style="list-style-type: none"> The student is enrolled in a remedial course. Students may elect additional physical education courses.
Career and Education Planning	<p>A course that incorporates career education and planning in 6th, 7th, or 8th grade.</p>	<p>Students complete a personalized academic and career plan with an emphasis on technology or the application of technology in career fields. The plan will advise students about high school graduation requirements, assessments, college entrance requirements, scholarship opportunities and other pertinent information.</p>

Sample HIVE Middle Grades 6 – 8 Traditional Course Pathway

Grade 6	Grade 7	Grade 8
Reading	Reading	Reading/Creative Writing
Math 1	Math 2	Math 3
Language Arts 1	Language Arts 2	Language Arts 3
Science 1	Science 2	Science 3
World History	Civics	US History
Physical Education	Physical Education	Physical Education
Personal, Career, School Development Skills 1	Exploratory Wheel and Career Planning	Elective**
Elective**	Elective**	Elective**

* **Elective offerings may include, but are not limited to, music, art, theatre arts, dance, foreign language and career and technical education.

Sample HIVE Middle Grades 6 – 8 Accelerated Course Pathway

Grade 6	Grade 7	Grade 8
Reading Advanced 1	Reading Advanced 2	Reading/Creative Writing
Math Advanced 1 or Pre-Algebra	Math Advanced 2, Pre-Algebra or Algebra 1*	Math Advanced 3, Algebra 1 or Geometry*
Language Arts Advanced 1	Language Arts Advanced 2	Language Arts Advanced 3
Science Advanced 1	Science Advanced 2 or Physical Science*	Science Advanced 3 or Biology*
World History Advanced	Civics Advanced	US History Advanced
Physical Education	Physical Education	Physical Education
Personal, Career, School Development Skills 1	Exploratory Wheel and Career Planning	Elective**

Grade 6	Grade 7	Grade 8
Elective**	Elective**	Elective**

* A more rigorous, accelerated program will be made available for students capable of doing advanced work. This program will consist of a combination of advanced middle level courses and select high school courses, which allow the student to earn credits towards graduation.

**Elective offerings may include, but are not limited to, music, art, theatre arts, dance, foreign language and career and technical education. Selection of elective offerings will be based upon student interest and available staffing.

REQUIRED TOPICS OF STUDY FOR MIDDLE GRADES:

Per 1003.42 F.S., HIVE will include the following topics within the appropriate curricula as required:

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- Flag education, including proper flag display and flag salute.
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to

be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- The elementary principles of agriculture.
- The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- A character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

To decide whether students have met the minimum level of achievement required in the M-DCPS District Pacing Guides, which incorporates the NGSSS, and to receive credit toward promotion, teachers will consider all available data. This will include standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student's mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course. Teachers will observe continually and carefully assess each student's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should student performance be judged solely on the basis of a test(s).

A summary of grade promotion and retention based on the passing of required courses is as follows:

End of Grade	Courses Passed	Status
6	All courses passed	Promoted to Grade 7 Regular 7th grade student
6	4-5 Courses Passed Must pass language arts* or mathematics and at least 3 other courses	7th Grade Student Placed in grade 7 and scheduled to repeat courses not passed as appropriate
6	Less than 4 Courses Passed in Grade 6	Retained 6th Grade Student
7	12 Cumulative Courses Passed 6 courses passed in grade 6 and 6 courses passed in grade 7	Promoted to Grade 8 Regular 8th grade student
7	8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts*, mathematics, science, and social science. 4-5 courses passed in grade 7 including 7 th grade language arts* or mathematics, science or social science, and/or a course which incorporates career and education	8th Grade Student Placed in grade 8 and scheduled to repeat courses not passed as appropriate

End of Grade	Courses Passed	Status
	planning.	
7	7-8 Cumulative Courses Passed	Retained 7th Grade Student
8	15-18 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social science, including a course which incorporates career and education planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.	Promoted to Grade 9
8	14 or Fewer Courses Passed	Retained 8th Grade Student

* M/J Language Arts Through ESOL as appropriate

Earning Senior High school Credits in 6, 7, and 8:

Students in grades 6, 7, and 8 may enroll in selected senior high school courses to pursue a more challenging program of study. These courses are included when computing grade point averages and rank in class. Up to six credits may be earned, with parental permission, in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. All high school credit courses taken in the middle school will be included in the high school transcript. Factors to be considered in taking high school courses as a middle school student include the impact on the student’s GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student’s middle school record, as well as the student’s senior high school record. Credit may be earned in the courses listed in the following table provided that all applicable End of Course assessment requirements are met.

Algebra 1 Honors* ∞ *

Geometry Honors * ∞ *

Physical Science Honors*▼

Biology 1 Honors * ▼ ∞

Computer Programming 1 & above *

Foreign Language 1 & above *

Spanish for Spanish Speakers 1 & above

Haitian Creole for Haitian Creole Speakers I & above

Language & Literature for International Studies 1, 2, 3, & 4 (French, German, Spanish)

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- * Courses offered by The Florida Virtual School
 - ∞ Credit awarded is dependent upon meeting End of Course assessment requirements.
 - ▼ Must meet science lab requirement.

In order to engage students in learning and prepare them academically for success in meeting state standards, HIVE Preparatory School will follow a streamline and results-oriented approach that focuses on all teachers delivering the core curriculum effectively so that expectations for what students should learn are consistent with Miami-Dade County Public schools. We will do this by following the Sponsor's Instructional Pacing Guides and Focus Calendars which align concepts, topics, and skills related to each content area curriculum that are to be addressed in a defined sequenced period of time and aligned to the implementation of Common Core State Standards (CCSS) and Next Generation Sunshine State Standards.

Academic interventions will provide supplementary learning in support of core academic subjects. We will also monitor student progress using both formative and summative measures as well as provide tiered academic support and assistance. The school will participate in all state assessment programs and in all district assessment programs in which the District students in comparable grades/schools participate.

- Mathematics: HIVE Preparatory School will follow the Miami-Dade County Public schools *Comprehensive Mathematics Plan*, which is designed to provide a guide for teaching and learning mathematics. This mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever-changing global and technological society. Development of these skills will help students become numerically literate, that is, have the mathematical knowledge, problem solving ability, and communication skills required by all persons to compete successfully in our ever changing world. The *Comprehensive Mathematics Plan* also incorporates the use of District Pacing Guides. These guides ensure instruction throughout the district is provided in a sequential, consistent, and challenging format. A standards-based instructional model provides students with a deeper understanding of content rather than a broad base of knowledge. Both literature and technology are integrated throughout the mathematics pacing guides. The *Comprehensive Mathematics Plan* assists the teacher with designing and implementing lessons that teach to the student’s natural learning cycle. Additionally, teachers are guided to develop activities that address diverse cultures and learning styles.
- Language Arts/Reading: HIVE Preparatory School will adopt and implement the *Sponsor’s K-12 Comprehensive Core Reading Program (CCRP)* which correlates to all Reading and Language Arts Sunshine State Standards (Common Core) and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- Science: HIVE Preparatory School will follow curriculum developed in accordance with the Next Generation Sunshine State Standards supported by the view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. Disciplinary ideas are grouped under four science bodies of knowledge: nature of science, physical science, earth/space science and life science. The bodies of knowledge are further grouped under eighteen big ideas. Grade level benchmarks are then identified to be taught within each “big idea.” The Sponsor’s Pacing Guides will help promote the use of inquiry-based activities, cooperative learning, differentiated instruction, and integration of skills such as the use of graphic organizers. A focus on inquiry will teach students to think scientifically. Hands on activities help students to see science in three dimensions in real time. Reading and writing about science are also vitally important tools in the effort to help students develop their understanding of science concepts.

- Social Studies: Aligned to the state standards, our social studies curriculum will prepare our students to be knowledgeable, informed, and active citizens in an increasingly diverse community and nation and interdependent world. The Social Studies program exists to promote civic competence and ensure that the values and ideals that have shaped our democratic republic continue to be instilled in our youth. Consistent with the school's mission, "the school will provide students with a rigorous academic and social preparation that will promote dignity, courtesy, discipline, responsibility, and high expectations in order to achieve high academic standards and become productive citizens," HIVE will incorporate character education as an integral part of the curriculum. Consistent with F. S. 1003.42 (2)(s), HIVE's Character Education program shall stress, at a minimum, the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

The time ELLs are required to participate in basic ESOL instruction must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. This can be achieved through a combination of ESOL instruction in and participation in alternative language arts, i.e., Spanish-S or Haitian Creole Language Arts. Teachers providing any portion of the Language Arts/ESOL instruction will have appropriate certification and required training, i.e., ESOL endorsement.

Each student in grades K-8 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet district or state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency.

ELLs who are not meeting district and/or state student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be involved in the school-wide PMP through RtI/MTSS process as delineated in the PMP procedures. ELLs who have participated in the ESOL program for less than two years are to participate in the PMP assessments for monitoring progress only. They are not to participate in the PMP through RtI process.

Reading proficiency of recently classified ELLs must be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program.

For students with disabilities, the IEP will constitute involvement in the school-wide PMP through RtI/MTSS process.

Academic Grades:

Academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade will not be based upon the student's effort and/or conduct. The grade will provide for both students and parents a clear indication of each student's academic performance as compared with norms, which would be appropriate for the grade or subject. As per Section 1003.437, F.S., letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level competencies. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be "A," "B," "C," "D," "F," or "I" (secondary only). A brief explanation of the grades used in grades 1-12 follows:

A -- A grade of "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

B -- A grade of "B" (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The "B" student will be progressing at a rate that will enable him/her to have achieved

virtually all of the instructional objectives and competencies established for the subject being graded.

C -- A grade of “C” (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

D -- A grade of “D” (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

F -- A grade of “F” (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

I -- A grade of “I” (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal.

When a numerical equivalent to an assigned letter grade of “A,” “B,” “C,” “D,” “F,” or “I” is used, the following apply and shall be communicated to students:

	NUMERICAL	VERBAL	GRADE POINT

Kindergarten:

Instructional staff will use such evaluative devices and techniques, as the electronic grade book, to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student’s developmental progress should reflect the teacher’s most objective assessment of the student’s social, emotional, and academic achievement.

CODE OF DEVELOPMENT:

E = Excellent progress

Code “E” (90-100%) indicates that the kindergarten student has demonstrated mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a level above that which is expected in the kindergarten program.

G = Good progress

Code “G” (80-89%) indicates that the kindergarten student has demonstrated above average mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a high level in the kindergarten program.

S = Satisfactory progress. Progressing toward grade level expectations

Code “S” (70-79%) indicates that the kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the kindergarten program. The student is performing at a level which will permit him/her to successfully complete the essential objectives of the kindergarten program.

M = Minimal progress

Code “M” (60-69%) indicates that the kindergarten student has mastered the minimal instructional objectives for the kindergarten program. The student consistently performs at the lowest acceptable level in the kindergarten program.

U = Unsatisfactory progress

Code “U” (59% and below) indicates that the kindergarten student has not mastered the minimal instructional objectives for the kindergarten program. The student consistently performs below acceptable levels in the kindergarten program.

When a numerical equivalent to an assigned letter grade of “E,” “G,” “S,” “M,” or “U” is used, the following apply and shall be communicated to the student and his/her parents:

GRADE	NUMERICAL		GRADE POINT

STUDENT PERFORMANCE STANDARDS AND PERFORMANCE LEVELS, GRADES K- 5:

Level	Assessment
Reading	<ul style="list-style-type: none"> Stanford Achievement Test, 10th Edition (SESAT 2) Sentence Reading percentile score at or above the 25th percentile

Level	Assessment
K	<ul style="list-style-type: none"> i-Ready 3rd administration score of .25 or higher per the i-Ready Probability of Reading Success.
Reading Grades1-2	<ul style="list-style-type: none"> Stanford Achievement Test 10th Edition (SAT-10) Reading Comprehension percentile score at or above the 25th percentile or i-Ready 3rd administration score of .40 or higher per the i-Ready Probability of Reading Success
Reading Grade 3	<ul style="list-style-type: none"> Grade 3 FSA Reading achievement level 2 or higher; or Mastery of benchmarks on the Grade 3 Reading Student Portfolio (mastery consists of 3 acceptable demonstrations on each of the 14 benchmarks); or Passing score on a Florida Board Education approved alternative assessment: ITBS (at or above the 50th percentile) or SAT-10 (at or above the 45th percentile).
Reading Grade 4-5	<ul style="list-style-type: none"> FSA Reading achievement level 3 or higher or i-Ready 3rd administration score of .25 or higher per the i-Ready FSA Success Probability
Writing Grade 1 - 5	<ul style="list-style-type: none"> M-DCPS Writing Prompt score (as available) of: 1-5 Primary Writing Rubric Score of “medium” in grade 2; and Score of 3 in grade 3, and score of 4 or higher in grades 4-5; or FSA Writing score of 4.0 or higher or as established by the Florida Department of Education. (grade 4 only).

Level	Assessment
Mathematics K	<ul style="list-style-type: none"> Stanford Achievement Test, 10th Edition (SESAT 2) Mathematics percentile score at or above the 25th percentile
Mathematics Grades 1-5	<ul style="list-style-type: none"> Stanford Achievement Test, -10th Edition (SAT-10) Mathematics Problem Solving percentile score at or above the 25th percentile (grades 1, 2) or FSA Mathematics achievement level 3 or higher (grades 3-5 only).
Science Grade 5	<ul style="list-style-type: none"> FSA Science achievement level 3 or higher (grade 5 only)

STUDENT PERFORMANCE STANDARDS AND PERFORMANCE LEVELS, GRADES 6 - 8:

Level	Assessment
Reading Grades 6-8	<ul style="list-style-type: none"> Grade “C” or better in the core Language Arts/English/ESOL course or FSA Reading Achievement Level 3 or higher
Writing Grade 8	<ul style="list-style-type: none"> FSA Writing score of 4.0 or higher or as established by the FL-DOE (grade 8 only)

Level	Assessment
Mathematics Grades 6-8	<ul style="list-style-type: none"> Grade “C” or better in the core mathematics course or FSA Mathematics Achievement Level 3 or higher (grades 6-8).
Science Grade 8	<ul style="list-style-type: none"> FSA Science Achievement Level 3 or higher (grade 8 only).

HIVE Preparatory K – 5 School Course Catalog*:

Course Title	Course Number	Grade Level	Credit	Prerequisites
Art	5001010	K		
Art	5001020	1		
Art	5001030	2		
Art - Intermediate	5001040	3-5		
Health	5008020	K		
Health	5008030	1		
Health	5008040	2		
Health	5008050	3		
Health	5008060	4		
Health	5008070	5		
ESOL-E	5010010	K-5		ESOL Designation
FNC Basic Skills in Reading	5010020	K-5		Assessed below level
FNC Basic Skills in Communications	5010030	K-5		Assessed below level
Language Arts	5010041	K		

Course Title	Course Number	Grade Level	Credit	Prerequisites
Language Arts	5010042	1		
Language Arts	5010043	2		
Language Arts	5010044	3		
Language Arts	5010045	4		
Language Arts	5010046	5		
Mathematics	5012020	K		
Mathematics	5012030	1		
Mathematics	5012040	2		
Mathematics	5012050	3		
Mathematics	5012060	4		
Mathematics	5012070	5		
Music	5013060	K		
Music	5013070	1		
Music	5013080	2		
Music - Intermediate	5013090	3-5		
Adaptive PE	5015000	K-5		Students with IEP/504
Physical Education	5015020	K		
Physical Education	5015030	1		
Physical Education	5015040	2		
Physical Education	5015050	3		
Physical Education	5015060	4		
Physical Education	5015070	5		
Science	5020010	K		

Course Title	Course Number	Grade Level	Credit	Prerequisites
Science	5020020	1		
Science	5020030	2		
Science	5020040	3		
Science	5020050	4		
Science	5020060	5		
Social Studies	5021020	K		
Social Studies	5021020	1		
Social Studies	5021020	2		
Social Studies	5021020	3		
Social Studies	5021020	4		
Social Studies	5021020	5		

* Additional courses may be added to address specific content or elective areas

HIVE Preparatory 6 - 8 School Course Catalog*:

Course Title	Course Number	Grade Level	Credit	Prerequisites
M/J EXPLORING 2D ART	0101005	6-8		
M/J 2-D STUDIO ART 1	0101010	6-8		
M/J 2-D STUDIO ART 2	0101020	6-8		M/J 2-D STUDIO ART 1
M/J 3-D STUDIO ART 1	0101040	6-8		M/J 2-D STUDIO ART 2
M/J CHORUS 1	0400010	6-8		
M/J CHORUS 2	0400020	6-8		Chorus 1
M/J CHORUS 3	0400030	6-8		Chorus 2
M/J PERS CAR SCH 1	0500000	6-8		

Course Title	Course Number	Grade Level	Credit	Prerequisites
M/J PERS CAR SCH 2	0500002	6-8		
M/J EXPLOR WHEEL	0600000	6-8		
M/J HEALTH 1	0800000	6		
M/J HEALTH 2	0800010	7		
M/J HEALTH 3	0800020	8		
M/J INTENS LANG ARTS	1000000	6-8		Assessed below level
M/J INTENS READ	1000010	6-8		Assessed below level
M/J LANG ARTS 1	1001010	6		
M/J LANG ARTS 1, ADV	1001020	6		Assessment Scores/Rec
M/J LANG ARTS 2	1001040	7		
M/J LANG ARTS 2, ADV	1001050	7		LA 1, Adv/Rec
M/J LANG ARTS 3	1001070	8		
M/J LANG ARTS 3, ADV	1001080	8		LA 2, Adv/Rec
M/J LANG ARTS 1 ESOL	1002000	6		ESOL Designation
M/J LANG ARTS 2 ESOL	1002010	7		ESOL Designation
M/J LANG ARTS 3 ESOL	1002020	8		ESOL Designation
M/J DE LANG ART ESOL	1002180	6-8		ESOL Designation
M/J DE LA ESOL-READ	1002181	6-8		ESOL Designation
M/J READ 1	1008010	6		
M/J READ 1 ADV	1008020	6		Assessment/Rec
M/J READ 2	1008040	7		
M/J READ 2 ADV	1008050	7		Assessment/Rec
M/J READ 3	1008070	8		

Course Title	Course Number	Grade Level	Credit	Prerequisites
M/J READ 3 ADV	1008080	8		Assessment/Rec
M/J CREATIVE WRIT 3	1009020	8		Assessment/Rec
M/J SPEECH & DEBATE I	1007000	6-8		
M/J SPEECH & DEBATE II	1007010	6-8		Speech & Debate I
M/J SPEECH & DEBATE III	1007020	6-8		Speech & Debate II
M/J INTENS MATH (MC)	1204000	6-8		
M/J MATH 1	1205010	6		
M/J MATH 1 ADV	1205020	6		Assessment/Rec
M/J MATH 2	1205040	7		
M/J MATH 2, ADV	1205050	7		Assessment/Rec
M/J PRE-ALG	1205070	6-7		Assessment/Rec
M/J PRE-ALG ADV	1205080	6-7		Assessment/Rec
ALGEBRA 1 (H)	1200310	7-8		Pre-Algebra or Adv 2
GEOMETRY (H)	1206310	8		Algebra
M/J EXPL MUSIC 1	1301090	6		
M/J EXPL MUSIC 2	1301100	7		
M/J EXPL MUSIC 3	1301110	8		
M/J CHORUS 1	1303000	6		
M/J CHORUS 2	1303010	7		
M/J CHORUS 3	1303020	8		
M/J PEER COUN 1	1400000	7		
M/J PEER COUN 2	1400010	8		
M/J ADAP PE IEP/504	1500000	6-8		Students w/ IEP or 504

Course Title	Course Number	Grade Level	Credit	Prerequisites
M/J FITNESS GRADE 6	1508000	6		
M/J EDUC GYM/DNC 6	1508010	6		
M/J TEAM SPORTS GRD7	1508200	7		
M/J COMPRE GRDE 6/7	1508600	6-7		
M/J COMPRE GRDE 7/8	1508700	7-8		
M/J EXTRME SPRTS GD8	1508400	8		
M/J DANCE 1	0300000	6-8		
M/J DANCE 2	0300010	6-8		
M/J DANCE 3	0300020	6-8		
M/J CRIT THINK	1700100	6-8		
M/J CAR RES & DEC MA	1700060	6-8		
M/J COMPRE SCIENCE 1	2002040	6		
M/J COMPRE SCIENCE 1 ADV	2002050	6		Assessment/Rec
M/J COMPRE SCIENCE 2	2002070	7		
M/J COMPRE SCIENCE 2 ADV	2002080	7		Assessment/Rec
M/J COMPRE SCIENCE 3	2002100	8		
M/J COMPRE SCIENCE 3 ADV	2002110	8		Assessment/Rec
PHYSICAL SCIENCE (H)	2001310	7-8		Assessment/Rec
BIOLOGY 1 (H)	2000310	8		Assessment/Rec
M/J WORLD HIST	2100010	8		
M/J WORLD HIST ADV	2100020	8		Assessment/Rec
M/J CIVICS	2106010	7		
M/J CIVICS ADV	2106020	7		World Hist Adv/Rec

Course Title	Course Number	Grade Level	Credit	Prerequisites
M/J US HIST	2109010	6,8		
M/J US HIST ADV	2109020	6,8		Civics Adv/Rec
M/J LAW STUDIES	2106030	6-8		
M/J SPANISH BEG	0708000	6-8		
M/J SPANISH INTERM	0708010	6-8		
M/J SPANISH ADV	0708020	6-8		Assessment/Rec
M/J SPANISH SPEAKS BEG	0709000	6-8		
M/J SPANISH SPEAKS INT	0709010	6-8		
M/J SPANISH SPEAKS ADV	0709020	6-8		Assessment/Rec
SPANISH 1	0710000	7-8		Assessment/Rec
M/J INTRO TO TECHNOLOGY	0900010	6		
M/J EXPLORING TECHNOLOGY	0900020	7		Intro to Technology
M/J INTEGRATED TECHNOLOGY	0900030	8		Exploring Technology

* Additional courses may be added to address specific content or elective areas