

GRADUATION INITIATIVE PROGRAM

Program Category

Educational Alternative Program

Individual Program Plan

1. Program Description and Agency Coordination

The Graduation Initiative Program for Dropout Prevention is designed to award a Duval District High School Diploma to potential dropout students who are overage and who have not been successful in earning the credits required for graduation. These students must demonstrate success in this performance-based program by passing the FCAT/SSS (Florida Comprehensive Assessment Test/Sunshine State Standards) and the GED (General Equivalency Diploma).

The program is not intended to authorize early exit or early graduation for students. It is designed to enable students to graduate with the class with whom they entered kindergarten, or as soon thereafter as possible. The program will include counseling and advisement services, providing each student with career planning. As a part of this initiative, each student will explore career interests that could include further education and/or vocational training beyond high school. In addition, students will have the opportunity to attend the extended year recovery program, if offered.

The student shall participate in senior activities and graduation exercises. Students will participate in instruction designed to develop skills tested on the FCAT/SSS and GED. GED testing will be coordinated through Florida Community College of Jacksonville.

According to page 6 of the GED Exit Option Model procedure manual published in 2002 by the Florida Department of Education Bureau of Instructional Support and Community Services, "Students who are enrolled in the GED Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard high school diploma, including the 2.0 GPA requirement."

2. Program Goals

- a. To enable potential dropout students to earn a district high school diploma and develop a post-secondary life path.
- b. To increase the district's graduation rate, to reduce the dropout rate, and to reduce the number of overage students.

- c. To enable students enrolled in the program to pass the FCAT/SSS and the GED.

3. Specific Outcome Objectives

By the end of the school year:

- a. Sixty percent (60%) of the students enrolled in this program will pass the FCAT/SSR.
- b. Sixty percent (60%) of the students enrolled in this program will pass the FCAT/SSM.
- c. At least 70% of the students enrolled in the program will pass the GED.
- d. At least 67% of the students enrolled in the program will be program completers.
- e. Students who have an attendance level below 75% for the previous school year will improve their attendance by the end of the current program year.

4. Evaluation Procedures

- a. The FCAT/SSR test scores of the students will be analyzed to determine the percent of students who passed the FCAT/SSR.
- b. The FCAT/SSM test scores of the students will be analyzed to determine the percent of students who passed the FCAT/SSM.
- c. GED Test scores will be analyzed to determine the percent of students passing the GED by the end of the program year.
- d. SIMS (Student Information Management System) records will be analyzed to determine the percentage of students who are program completers as indicated by a W10 on the Student Data Screen.
- e. The students who have an attendance level below 75% for the previous school year will have their current year attendance record analyzed to determine improvement.

5. Specific Student Eligibility Criteria

- a. To be eligible for the Graduation Initiative program students must:
- (1) meet at least two of the following criteria:
 - (a) have peers with whom they started kindergarten that ~~are~~ seniors or have already graduated,
 -
 - (b) have no possibility of earning all credits required for
 - graduation prior to the age of 20,
 - (c) have no possibility of earning a 2.0 or higher ~~regraduation~~ ~~regraduation~~, or
 - (d) be in academic danger of failing again,
- AND
- (2) demonstrate a minimum score of 7.0 grade level or higher on the mathematics and reading portions of the TABE (Test of Adult Basic Education) or have a passing score on the FCAT SSS.
- b. In order to remain in the program, students must:
- (1) maintain a full schedule which includes a work experience class/work program through participation in Executive Internship courses
 - (2) complete required class paperwork,
 - (3) work at least 15 hours per week, paid or voluntary, or participate in the training program entitled "21st Century Academy".
- c. The principal has the right to remove the student from the program at any time during the school year for contract violations.
- d. Any variations to the implementation or exceptions to the eligibility criteria require written permission from the Cluster Chief Officer, Duval County Public Schools.

6. Student Admission Procedures

- a. Each school will identify students who have met the eligibility selection criteria.

- b. Eligible students will be enrolled in pre-approved program course(s).
- c. The student must be enrolled in courses granting credit toward graduation in accordance with the district’s Student Progression Plan.
- d. Parent or guardian permission for participation in the program will be provided in writing prior to program placement. In addition, a student performance contract will be reviewed and signed by the parent or guardian.
- e. The student must be enrolled in a dropout prevent program as indicated by a “Program of Study” of “J” on the SD2 screen and a completed DPP screen with a code of “U” in the program field and a code of “T” in the sub program field.

7. Program Operating Procedures

a. Curriculum

(1) Standards

Students will be assigned curriculum based on individual needs, and including strands from the following standards:

<u>NCEE Standards</u>	<u>Sunshine State Standards</u>	<u>GED Standards</u>
E1 – Reading	LA.A. - Reading	LCP-D – Literature 04.0 LCP-B – Social Studies 02.0 LCP-C – Science Skills 03.0 LCP-A – Writing Skills 01.0 No Correlation
E2 – Writing	LA.B. – Writing	No Correlation
E3 – Speaking, Listening and Viewing	LA.C. – Listing, Viewing, Speaking	No Correlation
E4 – Conventions, Grammar and Usage of the English Language	LA.D. – Language	No Correlation
E5 – Literature	LA.E. – Literature	LCP-D – Literature 04.0
M1 – Arithmetic and Number Concepts	MA.A. – Number Sense, Concepts, and Operations	LCP-E – Mathematics 05.0
M2 – Geometry and Measurement	MA.B. – Measurement MA.C. – Geometry and Spatial Sense	LCP-E – Mathematics 05.0
M3 – Function and Algebra Concepts	MA.D. – Functions, Patterns, and Relationships	LCP-E – Mathematics 05.0
M4 – Statistics and Probability Probability Concepts	MA.E. – Data Analysis, Probability and Statistics	LCP-E – Mathematics 05.0
M5 – Problem Solving and Reasoning	No Correlation	LCP-E – Mathematics 05.0
M6 – Mathematical Skills and Tools	No Correlation	LCP-E – Mathematics 05.0
M7 – Mathematical	No Correlation	LCP-E – Mathematics 05.0

Communication		
M8 – Putting Mathematics to work	No Correlation	LCP-E – Mathematics 05.0
S1 – Physical Science	SC.A. – The Nature of Matter SC.B. – Energy SC.C. – Force and Motion	No Correlation
S2 – Life Science	SC.F. – Processes of Life	No Correlation
S3 – Earth and Space Science Concepts	SC.E. – Earth and Space	No Correlation
S4 – Scientific Connections and Applications	SC.H. – The Nature of Science	LCP-C – Science Skills
S5 – Scientific Thinking	SC.H. – The Nature of Science	LCP-C – Science Skills
S6 – Scientific Tools and Technology	SC.H. – The Nature of Science	
S7 – Scientific Communication	SC.H. – The Nature of Science	LCP-C – Science Skills
S8 – Scientific Investigation	SC.H. – The Nature of Science	LCP-C – Science Skills
No Correlation	SS.A. – Time, Continuity, and Change	LCP-B – Social Studies 02.0
No Correlation	SS.B. – People, Places, and Environments	LCP-B – Social Studies 02.0
No Correlation	SS.C. – Government and the Citizen	LCP-B – Social Studies 02.0
No Correlation	SS.D. – Economics	LCP-B – Social Studies 02.0
No Correlation		LCP-E – Mathematics 05.0
No Correlation	HE.A. – Health Literacy	No Correlation
No Correlation	HE.B. – Responsible Health Behavior	No Correlation
No Correlation	HE.C. – Advocate and Promote Healthy Living	No Correlation
A1 – Problem Solving	No Correlation	No Correlation
A2 – Communication Tools and Techniques	No Correlation	No Correlation
A3 – Information Tools and Techniques	No Correlation	No Correlation
A4 – Learning and Self Management Tools	No Correlation	No Correlation
A5 – Tools and Techniques for Working With Others	No Correlation	No Correlation

Students will be assigned curriculum designed to develop necessary life skills:

<u>NCEE Standards</u>	<u>Sunshine State Standards</u>	<u>GED Standards</u>
No Correlation	HE.A.1.2 – Knows Why Illegal Should Not Be Used and the Consequences of Their Use	No Correlation
No Correlation	HE.A.2.2. – Knows The Availability of Stress Management Resources in the Home, School, and Community, and Has Access to Them	No Correlation
No Correlation	HE.B.1.2. – Knows Strategies	No Correlation

No Correlation

For Avoiding
Threatening or
Abusive Situations
HE.B.3.2. – Knows Non-violent
Positive Behaviors
For Solving Conflict

The standards listed above will be addressed in the standard courses listed in the Florida Course Code Directory and approved by the Duval County School Board. All assigned courses must be used in accordance with the current Duval County Student Progression Plan for the appropriate grade level.

The course code numbers will include a .05 suffix to denote dropout prevention courses. The Graduation Initiative course codes are listed below:

C1200400.05	Intensive Mathematics
C1000410.05	Intensive Reading
C0500300.05	Executive Internship I
C0500310.05	Executive Internship II
C0500320.05	Executive Internship III
C0500330.05	Executive Internship IV

The reading and mathematics courses may be used multiple times.

Students shall receive instruction in character development and law education, as required by Florida Statute 1003.53(1)(a):

Character Development:

Teacher lesson plans, which reflect character development and law education, are being implemented. A review of the Sunshine State Standards indicates that a number of benchmarks in health, physical education, social studies, reading, and science address areas of character development. Existing programs in conflict mediation, life skills, service learning, and peace education may be implemented and are reflective of Sunshine State Standards: HE.A. – Health Literacy, and HE.B. – Responsible Health Behavior.

Law Education:

Students will be instructed in both their rights under the law and the consequences of breaking the law.

Teachers may plan field trips to the court and/or the city jail. As needed, Campus Resource Officers may instruct students regarding law education. This curriculum is reflective of Sunshine State Standards: SS.C. – Government and the Citizen.

(2) Assessment

The students will participate in pre-testing to determine the probability of passing the GED and to individualize remediation as needed.

Students will be monitored for mastery of the NCEE/Sunshine State Standards. This monitoring may include qualitative and quantitative methods of evaluation such as portfolio assessment, unit tests, diagnostic evaluation, teacher judgment, and any criterion-norm-referenced test administered by the district.

Individualized computer-based assessment and embedded assessment are suggested.

b. Special Strategies

- (1) Small group instruction and individualized attention will be the focus of the program classes.
- (2) In the absence of an AIP or IEP, each student will have a Safety Net Improvement Plan (SNIP) to ensure individualized instruction and outline the student requirements for successful program completion.
- (3) Teachers will use a variety of instructional methods including peer tutoring and cooperative learning.
- (4) Multidisciplinary teaching strategies will be implemented.
- (5) The curriculum will be taught using a multi-sensory approach.
- (6) Computer-assisted instruction will be provided.
- (7) Classes in intensive reading and mathematics may be taught.
- (8) Vocational career assessment may be administered.
- (9) Parental involvement will be encouraged.

- (10) An extended year Ramp-Up for Graduation Initiative may be offered. If available, the Ramp-Up program will address the same curriculum standards and guidelines. This will allow those students who need to pass the FCAT an opportunity to remediate skills, to participate in the June FCAT administration and to receive a district high school diploma.
- c. Application of the Program to Eligible Exceptional Education and Limited English Proficient Students
- (1) Limited English Proficient (LEP) students who meet program eligibility criteria shall have equal access to the program. When LEP students are served in the program, the curriculum and related services will be designed to address the needs of LEP students in order to ensure that the instruction maximizes student success.
 - (2) Exceptional students who meet the program eligibility criteria will be considered for placement. An IEP review will occur prior to this placement and dropout prevention staff must be present at the review.

d. Student Services

Students will be provided with all services and have access to all resources normally offered at each school.

f. Grade Level of Students Served

This program will serve high school students who have peers with whom they started kindergarten that are now seniors or have already graduated.

g. Implementation Sites

The following schools offer the Graduation Initiative Program:

- # 033 Lee High School
- # 035 Jackson High School
- #086 Terry Parker High School
- #090 Englewood High School
- #096 Ribault High School
- #165 Raines High School
- #223 Fletcher High School
- #224 Wolfson High School
- #237 Sandalwood High School
- #241 N.B. Forrest High School

#248 Ed White High School
 #260 Mandarin High School
 #265 First Coast High School
 #014 Grand Park Career Center
 Youth Development/DJJ School Sites (11 sites)

8. General Program Procedures

a. Number and Length of Class Periods

Students will be enrolled in a block or non-block schedule of courses similar to the following:

Block Schedule School

Period 1	90 Minutes	Reading
Period 2	90 Minutes	Math
Period 3	90 Minutes	Work Experience
Period 4	90 Minutes	Work Experience

Non-Block Schedule School

Period 1	58 Minutes	Reading
Period 2	58 Minutes	Reading
Period 3	58 Minutes	Math
Period 4	58 Minutes	Math
Period 5	58 Minutes	Work Experience
Period 6	58 Minutes	Work Experience

b. Average Class Size

The classes will have an average of twenty-seven (27) students per class.

c. Length of Stay

The expected length of time for program completion is one (1) year. However, the principal has the right to remove the student from the program at any time during the school year for contract violations.

d. Total Number of Students Served

This program is projected to serve a minimum of 300 students.

9. Personnel Qualifications

These students need fully qualified, caring, knowledgeable teachers who use best practices in all of their teaching. The type of teacher needed has the following qualities:

- loves students,

- calls parent(s)/guardian,
- keeps family involved in students' learning
- is nurturing, mentoring, coaching,
- provides guidance,
- provides tough love, if needed,
- empowers students,
- is strong in curriculum knowledge in more than one area, and
- is computer literate.

10. Staff Development Activities

The selected personnel will attend in-service sessions that will focus on the at-risk student, assessment training, classroom and behavioral management, motivating the at-risk student, appropriate instructional strategies, computer training for appropriate selected software, and training for selected text. The in-service sessions will be provided during the summer and throughout the school year by county personnel and/or consultants. Opportunities will be provided to develop appropriate interdisciplinary and multidisciplinary techniques and instruction strategies for meeting the needs of potential dropouts, including strategies and techniques that reflect the individualized learning styles and characteristics of all students.

11. Parent/Community/Business Involvement Activities

Parent(s)/guardian are encouraged to visit the schools. Progress reports are generated at the midpoint of each nine weeks period. In addition, parent(s)/guardian have the opportunity to request biweekly reports, and teachers generate failure notices as needed. Conferences with teachers are available to inform parent(s)/guardian about students' progress. Business support of the program is strongly encouraged.

12. Employability Skills and Career Awareness Activities

Students will be counseled in career awareness and vocational education opportunities. Students will become aware of the personal cost of dropping out of school and will leave the program prepared to enter the career of their choice and/or higher education.

**Safety Net Program
Graduation Initiative One-Year Exit Option
Application for 2008-2009**

Name _____
 Last First Middle
Parent/Guardian _____ Relationship _____
Student # _____ SSN _____ DOB _____ Age _____
Home Telephone # _____ Work/Alt. Phone# _____
Address _____
 Street City State Zip
Are you presently enrolled in school? _____ If yes, where? _____
If no, last school attended? _____ Credits earned _____

Prior to acceptance, the applicant's school records will be reviewed. The student will be expected to be age appropriate for graduation 2007 and must participate in the administration of the T.A.B.E. test that will be given at his high school. The student must obtain a minimum score of 9.0 in both reading and math to be considered for the program.

Placement into the Safety Net Program is optional with the following requirements/acknowledgements for participation:

- 1. To successfully complete the Graduation Initiative one-year exit option program, and earn a **Duval County High School** diploma, the student must pass **all** parts of the Florida Comprehensive Assessment Test (FCAT/ SSS) and General Education Development test (GED).
- 2. The student will participate in a probationary period for the first 30 school days of the year, during which, the student must maintain acceptable attendance, behavior, and performance.
- 3. The student will make an effort to attend all classes each and every day. If absent, the student will bring a note from a parent/guardian within three days from the date of the absence.
- 4. The student will be cooperative with instructors and refrain from conduct and/or appearance that will violate the student code of conduct. Skipping class/school, fighting, violation of campus dress code, and disruptions in class or on campus will not be tolerated and will be **reason for dismissal from the program**.
- 5. The student must be willing to work independently at a computer for a minimum of 30 minutes to a maximum of two hours per day.
- 6. The Work Experience Courses each student must take **requires** a work component. This means that all students **MUST** maintain employment and documentation for that job must be turned in weekly or bi-weekly to their instructor.
- 7. The student will be **required to pay for all GED testing fees**. If a student misses any portion of the GED for any reason other than illness requiring a Physician's note or documented death of a family member, they will be required to repay for the test.
- 8. Upon acceptance into the Graduation Initiative Program, the student must make available a **valid driver's license/State ID and a signed Social Security card** to be attached to the application.
- 9. Students may have the opportunity to attend the extended year recovery program for 15 days in June. They will review skills needed to pass the FCAT, and be given the opportunity to take the summer administration of the FCAT.
- 10. It is understood by all parties that if a student withdraws or is terminated from either the Pre-GI or the GI programs, he/she will revert back to his/her academic status prior to enrollment.

11. In order to be eligible to participate in Spring Graduation exercises, the student must pass both the FCAT/SSS and GED tests.

I understand Florida State Statute 1003.53(5) states that as a parent/guardian I must sign an acknowledgement of the notice of placement of my child in the Graduation Initiative program. I also understand pursuant to the provisions of Chapter 120 of the Florida Statutes, I am entitled to an administrative review of any action by school district personnel relating to placement of my child in the this program. Further, I understand that the State Board Rules require the school system to give me continuing right to request an evaluation of my child to determine eligibility for exceptional student education.

I understand that my son/daughter is applying for the Graduation Initiative program and agree to support the staff in helping my child achieve his/her academic goals. We have read the requirements/acknowledgements portion of this application and wish to apply at this time.

Parent/Guardian Signature

Date

Student Signature

Date

Teacher/Guidance Counselor/Assessment Specialist Signature

Date

***Please note, this application cannot be submitted for final approval without all signatures.

SAFETY NET IMPROVEMENT PLAN (SNIP)
Dropout Prevention
Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

In order to serve our students better, please list the academic and behavioral interventions to be used.

Student Name: _____ ID# _____

School Name/No.: _____ Grade: _____

Teacher: _____ DOB: _____

INDIVIDUALIZED ACADEMIC/BEHAVIOR INTERVENTIONS:

Please check area to be addressed:

_____ Reading _____ Writing _____ Math _____ Science _____ Behavior

_____ Attendance _____ Language Arts _____ Social Studies

Academic Interventions (Please be specific.)

Behavioral/Attendance Interventions (Please be specific.)

Monitoring and re-evaluation activities to be employed (Please be specific, including dates and results.)

Copy 1:– Student’s Cum Folder Copy 2: Receiving School Copy 3: Parents

Graduation Initiative Contract

Purpose:

This program is designed to assist students who have failed and are in jeopardy of not graduating from high school. The Goal is to enable each student enrolled in the program to pass the FCAT/SSS and the GED and to graduate from high school with a Duval District Diploma.

Requirements for graduation:

- Attending school and classes on a regular basis;
- Attending and participating in scheduled courses that grant credit toward graduation in Accordance with the District's Pupil Progression Plan;
- Achieving passing scores on the FCAT/SSS reading writing and mathematics test;
- Achieving passing scores on the required portions of the Pre-GED Tests: and
- Achieving passing score on the GED Test

Student Requirements during the Program:

- Completing all homework assignments
- Properly preparing for all exams and tests
- Participating in all classrooms activities
- Maintaining a job and working a minimum of 15 hrs a week
- Completing all paperwork required for work documentation
- Displaying and maintaining a positive work ethic
- Properly maintaining all books, supplies and equipment belong to the school
- Working cooperatively in groups

Attendance:

Due to the accelerated nature of the program, regular attendance is critical to success in the program. Excessive absences, is determined by the state to be twenty (20) days per year.

Behavior:

Students who exhibit behavior problems as defined by the principal may be removed from the program at the recommendation of the principal. **Every student has the right to learn and every teacher has the right to teach. Therefore, behavior, which prevents either, will not be tolerated.**

A student will be placed on probation for one or more of the following reasons:

- Excessive violations of the Code of Student Conduct
- Failure to comply with the rules or policies established by the teacher
- Excessive absences from class or school
- Repeated tardiness to class or school

Note: 1. Students on probation will be counseled and provided an opportunity to improve. If improvement, is not accomplished by the end of the semester/year, the student will be dismissed.
2. Any student withdrawing from the school during the school year **will not** be allowed to re-enroll during that school year.

It is understood by all parties that if a student withdraws or is terminated from the GI programs, he/she will revert back to his/her academic status prior to enrollment.

We agree to follow the guidelines set forth in this agreement and to conform to all requirements for success.

Student Signature

Parent Signature

Teacher Signature

Principal/Designee Signature

Safety Net Graduation Initiative Program

Parent Notification of Placement

Dear Parents,

Congratulations! Your child has been selected from many applicants for the Graduation Initiative program and is being placed in the program at this time. Please read the following criteria for successful participation in the one- year GED Exit Option Program.

Student Criteria

Students, who are at least 17 years of age and are two or more years behind their grade-age expectancy, may qualify to participate in the Graduation Initiative program. The program is a computer-assisted lab, in which students' work in a self-paced environment coupled with direct instruction. Students utilizing the GED/FCAT (SSS) exit option must:

- ◆ Demonstrate their ability to benefit from the proposed instruction by making an acceptable score on a basic skills pretest
- ◆ Demonstrate probability for success on the GED tests as documented by practice tests or achievement test
- ◆ Not graduate before the graduation date of the class with whom they entered kindergarten
- ◆ Pass both parts of the FCAT/SSS test
- ◆ Pass all parts of the GED test

Upon completion of **ALL** of the above requirements for the GED/FCAT (SSS) component of the Graduation Initiative program, the student will:

- ◆ Receive a Duval County high school diploma.
- ◆ Graduate in either the May or summer graduation ceremony.

I understand Florida State Statute 1003.53(5) states that as a parent/guardian I must sign an acknowledgement of the notice of placement of my child in the Graduation Initiative program. I also understand pursuant to the provisions of Chapter 120 of the Florida Statutes, I am entitled to an administrative review of any action by school district personnel relating to placement of my child in the this program. Further, I understand that the State Board Rules require the school system to give me continuing right to request an evaluation of my child to determine eligibility for exceptional student education.

I look forward to working with you and your child this next school year. If you have any questions, please don't hesitate to call me.

Sincerely,

Dear Parent,

Per the attached scores that are highlighted you will see that your child did not meet the necessary passing score standards of 9.0 in total reading and total math to be qualified for the Graduation Initiative Program for the 2006-2007 school year. At this time, you may want to consider other programs that meet your child's needs. Such programs may include Accelerated Learning Centers (Jackson or Forrest High School) Job Corps (359-9009), FCCJ (633-8119), or Camp Blanding (682-4032). If you would like your child to be re-evaluated for this program, you may contact our Guidance Office after a six-month waiting/remediation period. The same testing criteria will apply.

Sincerely,