

MIDDLE SCHOOL RENAISSANCE ACADEMY

Program Category

Educational Alternative Program

Individual Program Plan

1. Program Description and Agency Coordination

The mission of the Middle School Renaissance Academy Program is to offer an intensive alternative academic program for students in grades 6-8 who have had two or more retentions, using prescribed technology; ongoing, focused professional development for staff; strong relationships with mentors, tutors and staff; ongoing and consistent communication and collaboration with parents; and stimulating delivery of instruction, including, but not limited to real life experiences through field trips, seminars and conferences. The goal of the Middle School Renaissance Academy is two-fold: first, to provide students with a flexible, non-traditional approach to course completion and recovery at an accelerated pace that can assist students in regaining placement in the correct grade level. Secondly, to provide students with comprehensive interpersonal support to include close collaboration with parents, guidance and instruction in managing interpersonal relationships in the school environment, physical fitness and mental well-being, and short and long-range goal setting and accomplishment.

It is anticipated that students in the Middle School Renaissance Academy Program will earn and/or recover courses and earn grade-level promotion at an accelerated pace during the school year. Eighth grade Academy students who are able to successfully complete the 8th grade by semester break will be promoted to the 9th grade mid-year and will matriculate to the appropriate High School Renaissance Academy Program.

Coordinating agencies may include Youth and Family Services, the Department of Juvenile Justice, the Child Guidance Center, Healthy Families Jacksonville, the Jacksonville Urban League, Jacksonville Children's Commission, the United Way, and a variety of business partners.

2. Program Goals

- a. To provide students who are currently unsuccessful in the traditional school design with a flexible, non-traditional model for successfully earning middle school course credits and entry into high school.
- b. To increase the district's graduation rate, decrease the district's dropout rate, and reduce the number of students overage for grade level.

3. Specific Outcome Objectives

By the end of the school year:

- a. 85% of program students will be promoted either mid-year or at the end of the school year.
- b. 80% of program students who begin the year as 8th graders will be promoted to the 9th grade by mid-year.
- c. 75% of program students will have a decreased number of Code of Conduct offenses as compared to the previous school year.
- e. 75% of program students will miss fewer school days than the previous school year.

4. Evaluation Procedures

By the end of the school year:

- a. SIMS records will be analyzed to determine the number of students promoted.
- b. SIMS records will be analyzed to determine the number of 8th graders who were promoted mid-year.
- c. SIMS records will be analyzed to determine the number of Code of Conduct offenses in 2008-2009 and the attendance rate for program students.

5. Specific Student Eligibility Criteria

A student eligible for this program must meet the following criteria:

- a. The student has been retained in grade level twice or more.
- b. The student is in need of course recovery in order to stay on track towards a traditional route to high school graduation.
- c. The student is in danger of dropping out of school.
- 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 should determine eligibility through the school's Renaissance Academy procedures.
- b. A student may be referred by any of the following:
 - (1) a classroom teacher,
 - (2) a guidance counselor,
 - (3) other school personnel,
 - (4) him/herself, or
 - (5) a parent.
- c. The parent(s)/guardian must give written permission, as stated in Florida School Law 1003.53, before the student is admitted into the program. The parent(s)/guardian and student must meet with the program staff and sign a contract that requires students to meet the demands of the program.
- d. The student must be enrolled in a dropout prevention program on the Dropout Prevention Program (DPP) screen with a code of "U" in the program field and a code of "N" in the sub program field.

7. Program Operating Procedures

- a. Curriculum
 - Intensive Reading/ELA (newest READ 180; Buckle Down; Options Publishing materials; Jamestown; Renaissance Place: FFW)
 - Intensive Math/MG Math (Connected Math; Break out Math; Knowing Math; Options Publishing Materials; Renaissance Place)
 - Science (Pacing Guide; Reading and Math Strategies; Options Science; Science Lab Work)
 - Social Studies (Reading Strategies; Adopted Curriculum)
 - PE/Health Program; Art; Band/Music
- Assessment
 - NWEA administration up to Labor Day Holiday

- Strand analysis from Spring 2007 FCAT results to be completed during the summer
- Renaissance Place STAR/FORF
- Scrimmage/Blitz Scheduling w/analysis and prescriptive grouping and instruction
- Tri-weekly progress monitoring and flexible grouping
- Individual prescription plans for all students

Technology

- Fast ForWord-Cognitive Support
- READ 180-Intensive Reading Curriculum
- Criterion Writing-Writing Support
- Compass Odyssey -Math, SS, Science Curricula
- Renaissance Place-Optional tool

(1) Standards

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

NCEE Standards

- E1 – Reading
- E2 – Writing, Speaking, Listening and Viewing
- E4 – Conventions, Grammar, and Usage of the English Language
- E5 – Literature
- M1 – Arithmetic and Number Concepts
- M2 – Geometry and Measurement
- M3 – Function and Algebra Concepts
- M4 – Statistics and Probability
- M5 – Problem Solving and Reasoning
- M6 – Mathematical Skills and Tools
- M7 – Mathematical Communication
- M8 – Putting Mathematics to Work
- S1 – Physical Science
- S2 – Life Science
- S3 – Earth and Space Science Concepts
- S4 – Scientific, Connections and Applications
- S5 – Scientific Thinking
- S6 – Scientific Tools and Technology
- S7 – Scientific Communication
- S8 – Scientific Investigation
- No Correlation
- No Correlation
- No Correlation
- No Correlation
- No Correlation
- No Correlation

Sunshine State Standards

- LA.A. – Reading
- LA.B. – Writing
- LA.C. – Listening, Viewing, Speaking
- LA.D. – Language
- LA.E. – Literature
- MA.A. – Number Sense, Concepts, and Operations
- MA.B. – Measurement
- MA.C. – Geometry and Spatial Sense
- MA.D. – Functions, patterns, and Relationships
- MA.E. – Data analysis, Probability and Statistics
- No Correlation
- No Correlation
- No Correlation
- No Correlation
- SC.A. – The Nature of Matter
- SC.B. – Energy
- SC.C. – Force and Motion
- SC.F. – Processes of Life
- SC.E. – Earth and Space
- SC.H. – The Nature of Science
- SC.H. – The Nature of Science
- SC.H. – The Nature of Science
- SC.H. – The Nature of Science
- SC.H. – The Nature of Science
- SC.H. – The Nature of Science
- SS.A. – Time, Continuity, and Change
- SS.B. – People, Places, and Environments
- SS.C. – Government and the Citizen
- SS.D. – Economics
- HE.A. – Health Literacy
- HE.B. – Responsible Health Behavior

No Correlation
 A1 – Problem Solving
 A2 – Communication, Tools and Techniques
 A3 – Information Tools and Techniques
 A4 – Learning and Self Management
 A5 – Tools and Techniques for Working With
 Others

HE.C. – Advocate and Promote Healthy Living
 No Correlation
 No Correlation
 No Correlation
 No Correlation
 No Correlation

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

NCEE Standards

No Correlation

No Correlation

No Correlation

No Correlation

Sunshine State Standards

HE.A.1.2 – Knowing why illegal drugs should not be used and the consequences of their use

HE.A.2.2 – Knows the availability of stress management resources in the home, school and community, and has access to them

HE.B.1.2 – Knows strategies 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 Florida Course Code Directory and approved by the Duval County School Board. The course code number will include a .05 suffix to denote dropout prevention courses. The student must be enrolled in a dropout prevention program on the Dropout Prevention Program (DPP) screen with a code of “U” in the program field and a code of “N” in the sub program field. All assigned courses must be used in accordance with the current Duval County Student Progression Plan for the appropriate grade level.

Students will be provided counseling in career awareness, vocational education opportunities, and academic planning.

Students will be assigned curriculum in character development and law education, as required by Florida Statute 1003.53(1)(a):

Character Development:

Students will receive instruction in character development, which may be incorporated through Sunshine State Standards and NCEE Standards in a classroom setting. If they do not receive character development instruction in this class, they will receive it through their health/physical education class.

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 to the city jail.

(2) Assessment

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, and diagnostic evaluation.

Individualized computer-based assessment and imbedded assessment are suggested.

b. Special Strategies

Attendance Requirement for Academy Students

- Prepare students for life by establishing sick leave days
- 6 days per semester – not a “given” – it is an insurance policy not “vacation days”.
- Complete leave forms upon return
- Parents must notify school in writing for any absences other than illness and submit medical excuse for more than 3 days absent
- Condition for continuation in the program
- Work with Truancy/SAO

Training/ Resources

- Foundations/CHAMPS trainings
- Differentiated Instruction & Collaborative Planning trainings
- DeSensi Coaches (not training)
- AIDE/MAP training
- Workshop Model Delivery of Instruction
- Data analysis training for planning
- HOSTS Mentors for all students
- AVID
- “Dress for Success” monthly seminars w/ business community

Protocol for Academy Students

- Parents must attend two day seminar with their students
- Expectations explained fully – Day 1
- Rules, rituals & routines covered extensively – Day 1
- Parents “Walk the Day” with their students – Day 2
- Explain dress code
- Uniforms must be worn

- Suspensions out of school will only be mandatory for fighting, sexual violations, weapons, arson
- Suspensions will be a last resort for Multiple Class II violations after workout sessions, counseling, parent conferences, and behavior contract violation. Other violations will result in intense counseling or work detail
- Increasing Students' Scholastic Potential Program will be in place for more severe cases

Promotion and Student Progression for Renaissance Academy Students:

It is anticipated that students in the Middle School Renaissance Academy Program will earn and/or recover courses and earn grade-level promotion at an accelerated pace during the school year. Eighth grade Academy students who are able to successfully complete the 8th grade by semester break will be promoted to the 9th grade mid-year and will matriculate to the appropriate High School Renaissance Academy Program. Academy students may either be scheduled into the present year courses and concurrently scheduled into present year courses in Odyssey which they have failed and need to recover in either elective period, TEAM UP, or in the internal safety net course recovery program, or, at the discretion of the school, students may be scheduled into the next grade level courses and concurrently scheduled to recover failed courses from the previous years' work in either elective period, TEAM UP, or in the internal safety net course recovery program of the school site. Academy students who are scheduled into the next year's courses while simultaneously recovering courses from the previous year(s) will not be officially promoted on the Student Information Management System until they have recovered all courses necessary for promotion from the previous school year. Successful completion of courses recovered through Compass Odyssey will be in alignment with district procedures and guidelines with regard to implementation of Compass Odyssey. Sixth and seventh grade students may be promoted in grade level during the school year as they meet the criteria for promotion to the next grade level as outlined in the Student Progression Plan. Additionally, sixth grade students may be double-promoted to eighth grade at the end of the school year and seventh grade students may be double-promoted at the end of the school year to ninth grade if these students have met the requirements for promotion as detailed in the Student Progression Plan. Eighth grade students who were not promoted mid-year may earn promotion to ninth grade only at the end of the school year.

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 appropriately 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. Students who are served in this program will receive instruction appropriately designed to address their academic needs.

d. Student Services

Students will be provided with all services and have access to all resources normally offered at each school site. In addition, each school will furnish a program specific guidance counselor and technical support. A paraprofessional may be provided.

e. Grade Level of Students Served

The students served in this program are in grades 6-8.

f. Implementation Sites for 2008-2009:

Arlington Middle #213
Eugene Butler Middle #168

8. General Program Procedures

a. Number and Length of Class Periods

Each Renaissance Academy site operates a normal, six-period schedule for students.

b. Average Class Size

The suggested class size for Renaissance Academy classes is 20-22 students.

c. Length of Stay

Renaissance Academy students attend school for 180 days per school year.

d. Total Number of Students Served

It is anticipated that 200 students will attend the Middle School Renaissance Academies in 2008-2009.

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 instructional strategies for meeting the needs of potential dropouts, including strategies and techniques that reflect the cultural learning styles and characteristics of all students.

11. Parent/Community/Business Involvement Activities

- Parents must attend two day seminar with their students
- Expectations explained fully – Day 1
- Rules, rituals & routines covered extensively – Day 1
- Parents “Walk the Day” with their students – Day 2
- Explain dress code
 - Uniforms must be worn
 - Suspensions out of school will only be mandatory for fighting, sexual violations, weapons, arson
 - Parents will be required to pick up report cards on “Parent Conference Days”

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.

STUDENT CONTRACT
MIDDLE SCHOOL RENAISSANCE ACADEMIES

Dropout Prevention Programs
Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

RENAISSANCE ACADEMY PROGRAM DESCRIPTION AND CONTRACT

The Renaissance Academy Program is a comprehensive program designed to help students who are overage for grade level accelerate successfully through their courses in a nurturing, supportive, and structured environment so they can remain on track towards high school graduation with their peer group.

RENAISSANCE ACADEMY PARTICIPANTS ARE EXPECTED TO:

1. Attend school on a very consistent basis
2. Encourage their parents to call the teacher if an emergency prevents a student from attending school
3. complete all assignments and master course objectives in order to receive course credit.
4. complete all tests and assessments
5. Come to the Academy each day **ON TIME** with textbook and school supplies.

PORTFOLIO ASSESSMENT CONFERENCE:

Date/Time: _____

I understand Florida Statute 1003.53(5) states as a parent/guardian I must sign an acknowledgement of the notice of placement of my child in the Middle School Renaissance Academy 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 this program. Further, I understand that State School Board Rules require the school system to give me the continuing right to request an evaluation of my child to determine eligibility for exceptional student education.

Parent/Guardian Signature

Date

Student Signature

Date

Copy 1: Student's Cumulative Folder

Copy 2: Parents

SCHOOL/STUDENT/PARENT PLEDGES
MIDDLE SCHOOL RENAISSANCE ACADEMY PROGRAM

Dropout Prevention Program
Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida

THE SCHOOL PLEDGE

We understand the importance of the school experience to every student, and the importance of our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

- ❖ Teach grade-appropriate skills and concepts aligned with state and district curriculum.
- ❖ Strive to address our students' individual learning needs.
- ❖ Communicate with students and parents regarding student's progress.
- ❖ Provide a safe, positive and healthy learning environment.
- ❖ Promote high expectations and standards,
- ❖ Believe in the potential of **all** students.

Staff Signature

Date

THE STUDENT PLEDGE

I realize my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ❖ Review progress at teacher conferences with all assignments completed.
- ❖ Use my classroom time to confer with my teacher, take tests, and complete computer-delivered instruction with teacher assistance.
- ❖ Spend my classroom time **on task**.
- ❖ Be responsible for monitoring and maintaining my academic progress.
- ❖ Follow all rules, regulations and policies of the program and district, including the Student Code of Conduct.

Student Signature

Date

THE PARENT PLEDGE

I understand how important my involvement is in my child's learning and success in the Middle School Renaissance Academy program. I agree to do the following to the best of my ability:

- ❖ Provide a quiet place and time for my child to study
- ❖ Monitor progress: Review assignments with my child and phone and in-person conference with the teacher(s) as needed. Date: _____ Time: _____ Phone Number: _____
- ❖ Support the Academy's homework, discipline and attendance policies.
- ❖ Attend conferences with staff when scheduled.
- ❖ Inform the school of any student absence.

Parent/Guardian Signature

Copies: Copy 1 – Student's Cumulative Folder

Date

Copy 2 – Parents

SAFETY NET IMPROVEMENT PLAN (SNIP)
Duval County Public Schools
Alternative Education Office
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/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