

STUDENTS TAKING ACADEMIC RESPONSIBILITY (STAR)

Program Category

Educational Alternative Program

Individual Program Plan

1. Program Description and Agency Coordination

This one to two-year program provides innovative and specific instruction for students identified in grades two through five who are overage due to retention. Since the majority of the students function below the academic performance of their grade level, this program will provide students with the opportunity for two years of academic growth, based on the National Center on Education and the Economy (NCEE) Performance Standards and Sunshine State Standards (SSS). Students will be provided with the opportunity to accelerate to the grade level placement of their kindergarten entry-level peers.

The following coordinating resource agencies are available for parental referral: Youth Crisis Center, Full Service Schools, Child Guidance Center, and the Department of Children and Families.

2. Program Goals

- a. To remediate current academic deficiencies and to reduce the number of students overage for their grade.
- b. To provide an opportunity for students to master the NCEE and Sunshine State Standards to accelerate their grade level placement to that of their kindergarten entry-level peers.

3. Specific Outcome Objectives

- a. By the end of the school year:

Seventy percent (70%) of the second grade students will improve their reading and/or math grades.

Fifty one percent (51%) of the third grade students will score at Level 2 or above on the FCAT/SSR.

Fifty one percent (51%) of the third grade students will score at Level 2 or above on the FCAT/SSM.

Fifty one percent (51%) of the fourth and fifth grade students will score at Level 2 or above on the FCAT/SSR.

Fifty one percent (51%) of the fourth and fifth grade students will score at Level 2 or above on the FCAT/SSM.

- b. Seventy percent (70%) of the students will improve their study habits as indicated on the Study Habits Worksheet.
- c. Eighty percent (80%) of the students will be promoted at least one grade level by the end of the school year.

4. Evaluation Procedures

- a. Each student's end-of-the-year reading and math grades for the previous year will be compared to the current year's end of the year reading and math grades to determine the percent of students who improved their reading and/or math grades.

Each third grade student's FCAT/SSR will be analyzed to determine the percent of students who scored at Level 2 or above.

Each third grade student's FCAT/SSM will be analyzed to determine the percent of students who scored at Level 2 or above.

Each fourth and fifth grade student's FCAT/SSR scores will be analyzed to determine the percent of students who scored at Level 2 or above.

Each fourth and fifth grade student's FCAT/SSM scores will be analyzed to determine the percent of students who scored at Level 2 or above.

- b. Each student's work habits will be analyzed by his or her STAR teacher to determine that study habits have improved, as evidenced in the work-study section on the student's report card. At the end of the school year, each school is responsible for completing and returning to the District STAR Office the Study Habits section of the Promotion report.

- c. Each student's GENESIS Record will be analyzed to determine if 80% of the students were promoted at least one grade level. The STAR End-of-the-Year Report sent from each STAR Center to the STAR office will be analyzed to determine the percent of students promoted more than one grade.

5. Specific Student Eligibility Criteria

- a. **To be eligible for the STAR program the student must meet ALL of the following criteria:**

- (1) The student is one year or more overage for his/her grade level due to retention.
- (2) The student must have a recent reading comprehension norm-referenced test score at or below the 45th percentile or other recent evidence of reading below grade level, such as CTBS, DIBELS, district benchmark tests, etc.
- (3) The year prior to program entry, the students in grades two and three must have a yearly grade average of "D" or below in reading or math. The year prior to program entry, students in grades four and five must have a yearly grade average of "D" or below in at least two of the subjects of reading, mathematics, science, language and social studies, one of which must be in reading or math. **Students who are entering second grade for the first time are not eligible for STAR.**
- (4) Students must meet ALL of the following behavioral objectives:
 - The student must have a yearly grade average of "C" or better in conduct for one year prior to program entry.
 - The student may not have more than three Class II offenses for one year prior to program entry.
 - The student may have no Class III or IV offenses for one year prior to program entry.

- b. **The only exceptions to the above eligibility criteria are:**

- (1) The student is eligible for a second consecutive year in the STAR program based upon both the sending and receiving STAR teacher's recommendations.

- (2). The Department of Education eligibility criteria for Tier 3 students will be followed. This exemption supersedes STAR eligibility requirements.
- (3). Any other exceptions to the program plan require written permission from the Cluster Chief Officer.

c. To remain in the program the student must:

- maintain a “C” average or better in conduct,
- receive no more than three Class II offenses,
- maintain a passing average in the core subjects,

AND

- receive no Class III or IV offenses.

d. To remove a student from STAR:

- (1) Every effort shall be made to conference with the parents prior to removal from the program and interventions used will be documented. At the end of the first nine-week period, failure to meet the above criteria will result in removal from the program upon approval from the principal.
- (2) After the beginning of the second nine weeks, students can only be removed from the program upon approval from the Dropout Prevention District Review Committee (DPDRC), composed of the school principal, guidance counselor, STAR teacher, parents and district personnel.
- (3) A DPDRC meeting can be convened at the request of school personnel including the S.T.A.R. teacher, guidance counselor or principal, as well as district personnel. The committee will review all placement criteria and pertinent information necessary for determining the outcome of the committee referral, including the Academic/Behavioral Intervention Plan. At the conclusion of the DPDRC meeting, a recommendation will be documented on the DPDRC meeting form and a copy will be sent to the STAR school for placement in the student’s S.T.A.R folder. If a student is removed from the program, recommendations for placement will be provided. Every effort shall be made to conference with the parents prior to removal from the program.

- (4) The district School Choice Office provides students with a special attendance area school assignment which allows students to attend a STAR program at a school other than the students' home school. Extenuating situations which result in a request for a transfer back to the attendance area school should occur only at intervals in the school year when it is least disruptive to the educational process. In most cases, the effective date of transfer back to the attendance area school will coincide with the quarter or semester break.

6. Student Admission Procedures

- a. Students may be referred to the STAR program by a classroom teacher, guidance counselor, administrator, TARGETeam, district staff or parent.
- b. If a student is determined by the home school to be eligible for STAR, the parent must complete and sign the STAR Parent Notice of Eligibility form. The home school must complete the STAR Application Form with the appropriate computer screens attached, and send this form with the STAR Eligibility Form to the appropriate STAR center.
- c. The principal/designee at the receiving school will review the student's application. It is expected that the STAR teacher will also review all applications and be present at the parent conferences. Prior to acceptance into the program, the principal/designee at the school shall request a conference, via a certified return receipt requested letter, with the student and parent. In order to be accepted into this program, the parent and student must attend this conference and sign, as stated in Florida School Law 1003.53, the Parent Letter of Acceptance form and Receiving School Conference Contract. It is the responsibility of the STAR center to notify the home school of the student's acceptance, or reason for rejection or placement on the waiting list. If the student is not placed into STAR, it is the responsibility of the home school to notify the parents. The home school principal should contact the STAR center principal regarding any questions.
- d. For students enrolled in STAR the current busing matrix will pair sending and receiving schools. Application forms for the program will be sent directly from the referring school to the receiving school. If no vacancy exists at the receiving school, the child will be added to the waiting list for placement. Busing will only be provided to the appropriate STAR center as identified in the established feeder school busing matrix.

- e. Application for entry into the STAR program will begin at the end of the third nine weeks and will end on the last day of the first nine weeks of the program year. Applications must be renewed annually.
- f. The closing date for placing students in the program will be the end of the last day of the first grading period. A student will not be placed into the program after that date.
- g. A student currently enrolled in a STAR program who transfers to another school will only be accepted into the receiving STAR program if that class has room. STAR classes will not exceed 18 students.
- h. On the DPP screen in the first field of placement reasons, place the option letter chosen, i.e., for Option A, place an “A” in the first field, for Option B, place a “B” in the first field and for Option “C”, place a “C” in the first field. Also, indicate a program code of “U” and a sub-program code of “P” for grades 2/3 and “E” for grades 4/5 to indicate the STAR program. The course suffix code is 04.

7. Program Operating Procedures

a. Curriculum

(1) Standards

STAR will focus on instruction using regular standards introduced at an accelerated pace. The curriculum will be based on NCEE Standards and Sunshine State Standards. Students will be assigned curriculum based on individual needs, including strands from the following standards:

NCEE Standards

E1 – Reading
 E2 – Writing
 E3 – Speaking, Listening and Viewing
 E4 – Conventions, Grammar, and Usage
 E5 – Literature
 M1 – Arithmetic and Number Concepts
 M2 – Geometry and Measurement

Sunshine State Standards

LA.A. – Reading
 LA.B. – Writing
 LA.C. – Listening, Viewing and Speaking
 LA.D. – Language
 LA.E. – Literature
 MA.A. – Number Sense, Concepts, and Operations
 MA.B. – Measurement
 MA.C. – Geometry and Spatial Sense

- M3 – Function Algebra Concepts
 - M4 – Statistics and Probability Concepts
 - 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

 - A1 – Problem Solving
 - A2 – Communication Tools and Techniques
 - A3 – Information Tools and Techniques
 - A4 – Learning and Self-management Tools and Techniques
 - A5 – Tools and Techniques for Working With Others
- MA.D. – Functions, Patterns, and Relationships
 - MA.E. – Data Analysis, Probability, and Statistics

 - 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
 - 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
 - HE.C. – Advocate and Promote Healthy Living

 - HE.A.1.2 Knows 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

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

Character Development:

Teacher lesson plans reflecting character development and law education are being implemented. A review of the Sunshine State Standards indicates a number of benchmarks in health, physical education, social studies, language arts, and science that 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. Campus Resource Officers may instruct students as needed regarding law education. This curriculum is reflective of Sunshine State Standards: SS.C. – Government and the cCitizen.

(2) Assessment

Students will be assessed based on mastery of the NCEE/Sunshine State Standards. This assessment may include qualitative and quantitative methods of evaluation such as rubrics, portfolio assessment, thematic tests, running records, and diagnostic evaluation (formative/summative).

A decision will be made by the end of the program year to determine if the student will be retained, promoted one year, or promoted two years, based on teacher judgment, the district's standardized and/or performance-based testing, grades, mastery of standards and in accordance with the Student Progression Plan.

b. Special Strategies

STAR offers two different options for program implementation:

(1) **Option A STAR (Grades 2/3 only)**

This option is a program at a STAR center in which only grade 2/3 STAR students are scheduled into a year- long class that uses special strategies to enable them to accelerate progress.

- (a) Small group instruction and individualized attention will be the focus for the program classes. A teacher and a paraprofessional will work with a maximum of eighteen students.
- (b) Teachers will use a variety of instructional methods, materials, programs, intervention strategies, and accommodations, including peer tutoring and cooperative learning.
- (c) Students may be recommended to receive additional remediation, either during or after the regular school day.
- (d) Students' individual learning styles and multiple intelligences will be addressed when planning for instruction. This will include multidisciplinary teaching strategies, multi-sensory approaches and hands-on experiences.
- (e) Each student shall have a Progress Monitoring Plan (PMP), or other individual education program to ensure individualized instruction.
- (f) Second grade students who are expected to receive a double promotion during one program year must be mid-year promoted in order to take the third grade FCAT.

(2) **Option B Standards-based STAR (Grades 2-5)**

This option (Standards-based STAR) is a program at the home school in which the STAR student is scheduled into a regular classroom for instruction at the current grade level, and must attend an after- school safety net program or remediation and an extended year program, if available.

- (a) At the end of the fall semester, if the student has a “D” average or better in all core subjects, he/she may begin working on the next grade level standards in a regular classroom for the spring semester. Second grade students who are expected to receive a double promotion during one program year must be mid-year promoted in order to take the third grade FCAT.
- (b) If at the end of the fall semester, the student does not have a “D” average or better in all core subjects, he/she will continue to work at the same grade level and must meet the one-year promotion criteria at the end of the program year in order to be promoted in accordance with the Student Progression Plan.

- (c) At the end of the program year, the student must meet specific promotion criteria for promotion in order to move to the next grade level. If the student does not meet the requirements for promotion, he/she must remain at the same grade level at which he is currently working.
- (d) It is important for these students to have individual attention from an adult in the school (teacher, counselor, mentor, principal, etc.) for the program/students to be successful.
- (e) Each student must have a Progress Monitoring Plan (PMP) to ensure individualized instruction.
- (f) Each student will be assigned a school advisor who will closely monitor his/her progress. A list of those students double promoted and each student's portfolio will be submitted by the school advisor to the superintendent or his designee for approval. Each portfolio will contain these items:
- Final report card,
 - Attendance records
 - FCAT/NRT Math and Reading Scores,
 - FCAT Writing Score (grade 4 only), and
 - Student work samples, including benchmark tests.

(3) **Option C Tier 3 STAR (Students twice retained in third grade and regular grade 4/5 students.)**

This option is an extensive reading program at a STAR center which contains a reading computer block and specific language lessons. Option C is designed especially for Tier 3 students, but may include students who qualify for STAR in grades four and five.

- (a) The main reading program consists of a 180 minute reading block with at least a 90 minute segment of uninterrupted time. This reading block contains an initial accelerated reading core with intervention which lasts 120 minutes a day and an immediate intensive intervention for 60 minutes daily.
- (b) Language lessons, which address language and vocabulary skills, will be conducted two times a week in 30-60 minute sessions. A speech/language pathologist will be consulted about appropriate instructional strategies and materials.
- (c) Social studies and science standards will be addressed during the reading time through curriculum integration.

- (d) Mathematics will be taught daily through small and large group activities as well as individual skill development practice.
- (e) The core program will use a reading program that is research-based and has proven successful teaching the five components of reading and accelerating reading achievement by two years in one academic year. Other research-based materials will be used to reinforce the initial instruction, teach areas of deficits and instruct students in language and vocabulary skills.
- (f) All students will be given a diagnostic measure. The FCAT, DIBELS, and program-based assessments will be used for screening.
- (g) Progress monitoring will be continuous. This monitoring may include a CORE reading program weekly test, timed readings, or observations. DIBELS must be used for these students four times a year.
- (h) Each student shall have a PMP driven by diagnostic assessment.
- (i) Each student must have a portfolio that meets the state portfolio requirement.

c. Exceptional Education and Limited English Proficient

Application of the Program to Eligible Exceptional Education and Limited English Proficient Students

- (1) Exceptional education students who meet the program eligibility shall have equal access to the program. A Dropout Prevention Committee review will occur prior to the placement of the student into the STAR program.
- (2) Limited English Proficient (LEP) students who meet the program eligibility criteria shall have equal access to the program. When a LEP student is served in the program, the curriculum and related services will be designed to address the needs of the LEP student in order to ensure that the instruction maximizes student success.

d. Student Services

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

e. Grade Level of Students Served

This program will serve students in grades 2 through 5. Students will be allowed to remain in STAR a second consecutive year, based on both the sending and receiving teacher recommendations.

f. Implementation Sites
**2008-2009 Option A STAR Centers Serving Second
and Third Graders**

#012	West Riverside Elementary
#070	North Shore Elementary
#076	Southside Estates Elementary
#084	Bayview Elementary
#163	Rufus Payne Elementary
#166	Carter Woodson Elementary
#205	Pickett Elementary
#210	Oak Hill Elementary
#214	Hyde Grove Elementary
#217	Don Brewer Elementary (no 2 nd graders)
#221	Normandy Village Elementary
#225	Seabreeze Elementary
#226	Crystal Springs Elementary
#229	Jacksonville Heights Elementary
#258	Mandarin Oaks Elementary

**2008-2009 Option C STAR Schools serving fourth
and fifth graders and Tier 3 Third Graders**

#030	Loretto Elementary
#064	Hogan-Spring Glen Elementary
#076	Southside Estates Elementary
#106	Long Branch Elementary
#116	Sadie Tillis Elementary
#124	Saint Clair Evans Academy
#166	Carter Woodson Elementary
#205	Pickett Elementary
#210	Oak Hill Elementary
#214	Hyde Grove Elementary
#217	Don Brewer Elementary
#220	M. L. King, Jr. Elementary
#221	Normandy Village Elementary
#232	Chimney Lakes Elementary
#245	Crown Point Elementary
#247	Finegan Elementary
#270	Oceanway Elementary

The STAR Option B program may be offered at all elementary schools at the discretion of their principals. No additional funding is provided by the STAR program.

8. General Program Procedures:

a. Number and Length of Class Periods

Students shall be assigned to the program on a full-time basis (a minimum of 6 hours or 360 minutes).
FTE membership may be claimed for 300 minutes a day.

b. Average Class Size

(1) In the STAR Option A and Option C programs, classes will have a maximum of 18 students per class. In the STAR Option B program, class size will be that of an average classroom.

(2) **STAR classrooms will receive an assistant when the class has twelve students.** To assist with small group instruction and to address the individual needs of the students as required by the program plan, it is recommended that the teacher assistant remain in the STAR classroom for the academic portion of the day, have adequate time for program preparation, and be available for all STAR field trips. It is imperative that the assistant be actively engaged with STAR students during the entire literacy block and not be pulled out for assigned duty elsewhere during this time. At least two professionals trained in instructional strategies and on program materials must be present for differentiated instruction and interventions.

c. Length of Stay

Students who enter STAR in grades 2 through 5 may advance one or two years, based on mastery of NCEE Standards and SSS. A decision will be made by the end of the program year to determine if the student will be retained, promoted one year, or promoted two years, based on teacher judgment, the district's standardized and/or performance-based testing, grades, mastery of standards and in accordance with the Student Progression Plan.

(1) If the student only meets the standards for the assigned grade level, the student may be eligible for a second consecutive year in the STAR program based on both the sending and receiving STAR teacher's recommendations.

- (2) Students will be promoted one year based on the requirements outlined in the Student Progression Plan.
- (3) The student who has mastered two years of standards may advance two grade levels in one academic year, however, no student shall be allowed to accelerate beyond his/her own kindergarten entry peers.

The criteria for double promotion are as follows:

Second grade students should:

- fulfill all requirements for promotion as outlined in the Student Progression Plan,
- meet SSS/grade level expectations as indicated by a “D” or better in reading and math,
- **be mid-year promoted to third grade and take the third grade FCAT,**
- be promoted to fourth grade at the end of the program year if the state levels of performance in reading as specified in s.1008.25, Florida Statutes, and SSS/grade level expectations, as indicated by a “D” or better in reading and math, are achieved.,

If the FCAT promotional requirements, according to the current Student Progression Plan (SPP), are not achieved, the third grade student has the same rights and requirements as any other third grade student who did not achieve a level 2 or above on the FCAT, including attending the extended year summer program and the right to just cause exemption as outlined in the SPP. These exemptions may include alternative assessment, portfolio assessment, and promotion for students who have received at least two years of reading remediation and were previously retained at least two years.

Third grade students should:

- fulfill all requirements for promotion as outlined in the Student Progression Plan,

- meet SSS/grade level expectations for grades three and four, as indicated by a “D” or better in reading and math,.
- meet the state levels of performance in reading, as specified in s.1008.25, Florida Statutes.

If the FCAT promotional requirements, according to the current Student Progression Plan (SPP), are not achieved, the third grade student has the same rights and requirements as any other third grade student who did not achieve a level 2 or above on the FCAT, including attending the extended year summer program and the right to just cause exemption as outlined in the SPP. These exemptions may include alternative assessment, portfolio assessment, and promotion for students who have received at least two years of reading remediation and were previously retained at least two years.

Fourth and Fifth grade students should:

- fulfill all requirements for promotion as outlined in the Student Progression Plan,
- meet SSS/grade level expectations for grades four and five as indicated by Maintain a “D” or better in reading, math, science and either language arts or social studies.

and at least ONE of the following:

- score a Level 2 or above on the FCAT Reading SSS,
- score at least at the 25th percentile on the FCAT Reading Norm-Referenced Test,
- complete a student portfolio prepared in accordance with district guidelines demonstrating that the student is reading on grade level or
- successfully complete the district’s summer reading school by meeting attendance requirements and by scoring at or above the 25th percentile on a state-approved norm-referenced reading test.

Fifth grade students should:

- fulfill all requirements for promotion as outlined in the Student Progression Plan,

- meet SSS/grade level expectations for grades five and six as indicated by a “D” or better in reading, math, science, sixth grade health and either language arts or social studies.

and at least one of the following

- score a Level 2 or above on the FCAT Reading SSS,
 - score at least at the 25th percentile on the FCAT Reading Norm-Referenced Test,
 - complete a student portfolio prepared in accordance with district guidelines demonstrating that the student is reading on grade level or
 - successfully complete the district’s summer reading school by meeting attendance requirements and by scoring at or above the 25th percentile on a state-approved norm-referenced reading test.
- (4) It is possible for a student to remain in the STAR program for two consecutive years, return to a regular classroom for one year, and then re-apply for the STAR program. It is also possible for a student to be double promoted, remain in STAR, and be double or single promoted again as long as he/she is not promoted beyond his/her own kindergarten entry level peers.
- (5) Students who have been in the STAR program for two consecutive years must return to a regular or other alternative program at the end of the second STAR year.

d. Total Number of Students Served

It is projected that the Option A and Option C programs will serve approximately 500 students. Option B participants will depend on the number of schools who choose this option.

9. Personnel Qualifications:

- a. Selection of instructional personnel will be an important aspect of this program. The school principals will identify from among prospective candidates those who possess the following abilities:
- (1) a positive attitude toward the students who need academic assistance,

- (2) a willingness to recognize a student's individual learning style and embrace the philosophy of multiple intelligence,
 - (3) an aptitude for establishing good relations with parent(s)/guardian and other personnel, and
 - (4) the ability to provide a safe, positive, and nurturing environment in which students are valued and supported.
- b. Only personnel with a willingness to serve in the program and to attend the required in-services will be considered.
 - c. Teachers shall hold a valid Florida Teaching Certificate.

10. Staff Development Activities

The selected personnel will attend in-service sessions that may include the following topics: corrective decoding, Best Practices, differentiating instruction, Knowing Mathematics, multiple intelligences, classroom and behavior management, instructional strategies and program implementation. County personnel and/or consultants will schedule in-service sessions during the summer and throughout the school year. Emphasis will be placed on standards-based instruction, alternative methods of assessment, and teaching strategies.

11. Parent/Community/Business Involvement Activities

Parent(s)/guardian are encouraged to visit the schools. Progress reports and conferences are available to inform parent(s)/guardian of their child's progress. Business support of the program is solicited, and classroom activities will involve interaction with community issues and events. Active community involvement is evidenced by the existence of mentors and tutors.

12. Employability Skills and Career Awareness Activities

Students will engage in goal setting, self-monitoring, and revision of personal goals. Career interest inventories may be administered. Careers will be explored through unit activities, guest speakers and curriculum integration activities.

**PARENT NOTICE OF ELIGIBILITY
STAR DROPOUT PREVENTION PROGRAM**

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

DATE _____

DEAR _____:

_____ is eligible for STAR Placement (Students Taking Academic Responsibility) at _____ school. The program is designed for the elementary student who is one or more years overage for his/her grade level and who is having difficulty succeeding in the standard instruction program. The goal of the program is to improve the student's academic performance through individualized instruction and counseling.

As a student in this program, your child will receive instruction in all subject areas required for the grade. Your child will be expected to meet the same National Center on Education and the Economy (NCEE) Standards/Sunshine State Standards (SSS) as any other student in the standard program. The classes will allow for more personalized instruction to meet your child's individual needs.

Your child may be eligible to be in the program for up to two (2) years. STAR students may obtain a single or double promotion. The student that has mastered one year of standards may be promoted one year and eligible for a second year in STAR the following year. The student that has mastered two years of standards may be double promoted and be eligible for a second year in the program. However, no student shall be allowed to accelerate beyond his/her own kindergarten entry peers. Upon completion of the program, your child will be placed in a standard instructional program.

Please complete and sign the request form below. Your written request is required before your child can be considered for placement into the STAR program. Placement is dependent upon your child meeting all eligibility criteria and space availability. Prior to placement into the program your attendance at a conference and written consent will be required. If you have any questions, please call me at _____.

Sincerely,

(Principal's signature)

PARENT REQUEST FOR STAR

I have read the information about STAR provided above. I request placement into STAR for _____.

I understand that it would be my responsibility to notify the Alternative Education Department at 858-1953 if I move/change addresses after my application has been submitted. If I fail to notify the Alternative Education Department, I understand this may result in my child losing his/her placement.

I understand that as parent/guardian I will be required to attend 2 conferences during the year and give written permission if my child is accepted into the program.

Date _____
Signature of Parent or Legal Guardian

(NOTE: The law requires the signature of parent and/or legal guardian and the date signed.)

Copy 1: Student's cum folder Copy 2: Receiving School Copy 3: Parents

STAR APPLICATION FORM
Dropout Prevention
Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

OPTION A: _____ OPTION B: _____ Option C: _____

Student name: _____ Student Number _____
Last First M.I.

Grade: _____ D.O.B.: _____ Race: _____

Home Address: _____ Zip _____ Phone: _____

Parent/Guardian: _____ Work Phone: _____

Present School Name & No.: _____ Neighborhood School: _____

APPLICATION MUST HAVE COPIES OF THE FOLLOWING SCREENS ATTACHED:

- Basic Demographics
- DIS 17 Student Discipline Report
- Cumulative Test Summary
- Dropout Programs
- School Year Index
- Report Card Grades

DOCUMENTATION OF REASONS FOR ELIGIBILITY:

First year STAR applicants (Items 1-4 are required):

- _____ 1. Student is one year or more overage for grade level due to retention. Grades repeated: _____
- _____ 2. Student has a reading comprehension norm-referenced test score at or below the 45th percentile or other evidence of reading below grade level, such as CTBS, DIBELS, district benchmark tests, etc.
- _____ 3. For the year prior to program entry, the grade 4/5 student has a grade of "D" or "F" in two or more core subjects (as listed in the Student Progression Plan) and the grade 2/3 student has a "D" or "F" in reading OR math.
- _____ 4. Student meets ALL of the following behavioral objectives:
- Maintained a "C" yearly average in behavior for one year prior to program entry
 - Has no more than 3 class II offenses for one year prior to program entry
 - Does not have any class III or IV offenses for one year prior to program entry

Second year STAR applicants:

- _____ 5. Student is eligible for a second year in STAR based on teacher recommendation.

Tier 3 Third Grade applicants:

- _____ 6. The student is eligible as a Tier 3 student.

Any variations to the implementation or exceptions to the eligibility criteria require written permission from the Superintendent or his designee.

Dropout Prevention Committee Date: _____ Referring Teacher: _____

Referring Counselor: _____ Referring Principal/Designee: _____

Copy 1: Student's cum folder Copy 2: – Receiving School Copy 3: – Parents

**PARENT LETTER OF ACCEPTANCE
STAR DROPOUT PREVENTION PROGRAM**

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

Date: _____

Dear _____:

I am pleased to inform you that your child, _____, is eligible for placement in the STAR (Students Taking Academic Responsibility) program at _____ Elementary School. This program is designed for the elementary student who is overage for his/her grade level and who is having difficulty succeeding in the standard instructional program. The goal of the program is to improve the student's academic performance through individualized instruction and counseling.

As a student in this program, your child will receive instruction in all subject areas required for the grade level. Your child will be expected to master the grade level standards and to meet all grade level promotional requirements, as specified in Duval County Public Schools' Student Progression Plan; however, the class will allow for more personalized instruction to meet your child's individual needs and to facilitate success.

Your child may be eligible to be in the program for up to two (2) years, during which he/she may obtain a single or a double promotion, depending upon his/her mastery of grade level standards. No student shall be allowed to accelerate beyond his/own kindergarten entry peers. Upon completion of the program, your child will be placed in a standard instructional program.

You will be required to attend 2 conferences during the year with your child's teacher and also to make sure that the child is attending school regularly and arrive on time.

Please sign and return this acceptance letter to the school within three (3) days to guarantee placement of your child into the program.

Sincerely,

Principal's Signature

PARENT ACCEPTANCE OF PLACEMENT IN STAR

I understand Florida 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 STAR 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.

Date: _____

Parent/Guardian Signature

Copy 1: Student's cum folder Copy 2: – Receiving School Copy 3:– Parents

RECEIVING SCHOOL CONFERENCE AND STAR CONTRACT
Option A, Option B, Option C (Grades 4/5)
STAR DROPOUT PREVENTION PROGRAM

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

PURPOSE:

The STAR Program is designed to assist students who have been retained one or more times. The goal is to remediate current academic deficiencies and bring the students up to the grade level of their own kindergarten entry-level peers.

REQUIREMENT FOR ACCELERATION:

Students will be promoted based on mastery of the NCEE standards and the Sunshine State Standards according to the Student Progression Plan. This promotion may include qualitative and quantitative methods of evaluation such as: portfolio assessment, thematic tests, and diagnostic evaluation. The promotion will be based on standardized testing, grades, mastery of standards and teacher judgment. Each student enrolled in the program will have the opportunity to complete two grade levels in one year.

BEHAVIOR:

To remain in the program the student must:

- maintain a "C" average or better in conduct,
- maintain a passing average in the core subjects,
- receive no more than three class II offenses, and
- receive no class III or IV offense.

Failure to meet the above criteria will result in removal from the program upon approval from the principal and/or the Dropout Prevention District Review Committee. Every effort shall be made to conference with the parents prior to removal from the program. Every student has the right to learn and every teacher has the right to teach; therefore, behavior that prevents either will not be tolerated.

In order for this program to be successful for the student, the guidelines set forth in this agreement must be followed. With the active support and participation of parent/guardian, student, and teacher, YOU can be a success!

STUDENT SIGNATURE

PARENT SIGNATURE

TEACHER SIGNATURE

PRINCIPAL/DESIGNEE

DATE: _____ OPTION A: _____ OPTION B: _____ OPTION C (Grade 4/5): _____

Copy 1: Student's cum folder

Copy 2: Receiving School

Copy 3: Parents

RECEIVING SCHOOL CONFERENCE AND STAR CONTRACT
Option C (Tier 3 Third Graders)

STAR DROPOUT PREVENTION PROGRAM

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

PURPOSE:

The Option C (Tier 3) STAR Program is designed to assist students who did not meet progression requirements for two consecutive years in grade 3. The goal of this program is to remediate current academic deficiencies and to provide the students with the opportunity to complete two grade levels in one year.

REQUIREMENT FOR ACCELERATION:

Students will be promoted based on mastery of the Sunshine State Standards/grade level expectations for grades four and/or five as indicated by a "D" or better in reading, math, science and either language arts or social studies, fulfilling all requirements for promotion as outlined in the Student Progression Plan, and at least ONE of the following:

- score a Level 2 or above on the FCAT Reading SSS,
- score at least at the 25th percentile on the FCAT Reading Norm-Referenced Test,
- complete a student portfolio prepared in accordance with district guidelines demonstrating that the student is reading on grade level or
- successfully complete the district's summer reading school by meeting attendance requirements and by scoring at or above the 25th percentile on a state-approved norm-referenced reading test.

In order for this program to be successful for the student, the guidelines set forth in this agreement must be followed. With the active support and participation of parent/guardian, student, and teacher, YOU can be a success!

STUDENT SIGNATURE

PARENT SIGNATURE

TEACHER SIGNATURE

PRINCIPAL/DESIGNEE

DATE: _____ Option C third graders only: _____

Copy 1: Student's cum folder

Copy 2: Receiving School

Copy 3: Parents

ACADEMIC/BEHAVIORAL INTERVENTION PLAN FOR DROPOUT PREVENTION PROGRAMS

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

Student Name: _____ Program Name: _____

Student #: _____ School Name & #: _____

Type(s) of Contract Violation: _____ Academic _____ Attendance _____ Behavioral

Before a student is returned to a regular academic program at his home school for a contract violation, the Dropout Prevention Program school staff should provide appropriate intervention strategies. Place the date(s) and the initials of the person responsible for the intervention in the blank next to the intervention strategies utilized.

Academic Interventions:

- _____ Provided instruction in organizational strategies and study skills.
- _____ Used a variety of modalities in instruction.
- _____ Assigned the student a "Study Buddy".
- _____ Provided curriculum accommodations for learning difficulties (DOE document).
- _____ Arranged for the student to receive tutoring before, during, or after school.
- _____ Arranged for the student to attend an after-school safety net program, such as Team Up or Gear Up.
- _____ Held student/teacher/parent/counselor conferences
- _____ Referred to the TARGETeam

Attendance Interventions:

- _____ Held student/teacher/parent/counselor conferences.
- _____ Consulted with transportation to solve location pickup difficulties.
- _____ Referred to a social worker.

Behavioral Interventions:

- _____ Used a variety of grouping/teaching strategies.
- _____ Assigned the student a "Peer Partner" to help keep him/her appropriately focused.
- _____ Provided curriculum accommodations for behavior difficulties (DOE document).
- _____ Provided student with a mentor.
- _____ Referred to the TARGETeam.

Comments/Other:

Copy 1 – Program Folder

Copy 2 – Mail to Parents

STUDY HABITS WORKSHEET STAR DROPOUT PREVENTION PROGRAM

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

DATE: _____ SCHOOL: _____ # _____

TEACHER _____ GRADE LEVEL _____

Using the Comments section and the Study Habits section of the student report card, please indicate by checking the appropriate column, the progress your students made with their study skills during this school year.

Student name	Student Number	Improved Study Skills	
		YES	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Send a copy of this form to:

STAR
Alternative Education Office
86 A, Room 107

**NOTICE OF WITHDRAWAL
STAR DROPOUT PREVENTION PROGRAM**

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

Date: _____

Student Name: _____ is being withdrawn from STAR at

School: _____

At the end of the year all students should be withdrawn from the STAR program. Students returning to the program for a second year must submit a new application.

(Please check one)

_____ The student has completed the program demonstrating improvements in academics, attendance, and behavior.

_____ The student has progressed, but is recommended for a second year in the STAR program.

_____ The child study team has recommended a more appropriate program that will more effectively meet the needs of the student.

_____ The parent has requested in writing that the student exit the program.
(Attach parent's written request.)

_____ The student has failed to meet the terms of the STAR contract by:

_____ maintaining a less than "C" average or better in conduct,

_____ receiving more than three class II offenses,

_____ receiving a class III or IV offense,

_____ other (Specify) _____.

The student will be assigned to grade _____ in _____ school.

STAR Teacher: _____

STAR Principal: _____ Date: _____

Parent: _____

This form should be placed in the STAR folder. The STAR folder should be placed in the student's cumulative folder when the student is withdrawn from the program.

Copies to Parents and Receiving School

STAR
MID-YEAR PROMOTION REQUIREMENTS
FOR
SECOND GRADERS

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

STUDENT NAME: _____

STUDENT #: _____

SCHOOL NAME: _____ SCHOOL #: _____

This is to certify that the above-named student has met the criteria required for promotion from grade two to grade three as stated in the current Student Progression Plan.

This student is being mid-year promoted based on all of the following evidence:

- meeting SSS/ grade level expectations as indicated by a "D" or better in reading and math,
- teacher judgment as outlined in the Student Progression Plan,
- a student portfolio documenting student performance at grade two.

Teacher Signature

Date

Principal/Designee Signature

Date

Place the original in the S.T.A.R folder inside the cumulative folder.

Send a copy of this form to:
STAR, Alternative Education, 86 A, Room 107

**AUDIT CHECKLIST
STAR DROPOUT PREVENTION PROGRAM**

Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

DIRECTIONS:

Check each student's STAR folder to ascertain that it includes the items listed below. Then place this audit sheet as the top sheet on the right hand side of the STAR folders.

Date the folder was checked: _____

School Name: _____

Teacher Name: _____

THE STUDENT FOLDER CONTAINS:

(On the left side of the folder in order from top to bottom)

- _____ Basic Demographics
- _____ DIS 17 Student Discipline Report
- _____ Cumulative Test Summary
- _____ Dropout Programs Screen
- _____ School Year Index
- _____ Report Card Grades (showing eligibility)
- _____ STAR Parent Notice of Eligibility: Date _____
- _____ STAR Parent letter of Acceptance/Permission Date _____
- _____ Receiving School Conference and Contract
- _____ STAR Application (All criteria met)
- _____ Performance Monitoring Plan or Individual Educational Plan
- _____ Withdrawal Form (if applicable during the year/always at end of year)
- _____ Current referrals and/or Academic/Behavioral Intervention Plan if applicable
- _____ Final Report Card
- _____ TARGET Packet, if available or in progress

THE STUDENT IS SCHEDULED PROPERLY IN THE COMPUTER. (CHECK WITH THE SCHOOL'S CRT OPERATOR TO CHECK STUDENT DATA ON ALL OF THE ABOVE SCREENS)

_____ Yes

_____ No

_____ Parent permission PRECEDES date of entry into the program.

Note: STAR student folders should be placed in the student's cumulative folder at the end of the year.