

WAYMAN ACADEMY OF THE ARTS STUDENTS TAKING ACADEMIC RESPONSIBILITY (S.T.A.R.)

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. Eighty percent of students who have an attendance level below 90% for the previous school year will improve their attendance by the end of the current program year.

- b. By the end of the school year:

Seventy percent (70%) of the second grade students will be reading at the independent level or above within the students' Lexile Level.

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

Sixty percent (60%) of the fourth and fifth grade students will score at Level 2 or above on the FCAT SSR.

Sixty percent (60%) of the fourth and fifth grade students will score at Level 2 or above on the FCAT SSM.

- c. Sixty-five percent (65%) of the students will maintain a "C" average or above in the core subjects as defined by the current Student Progression Plan.
- d. Seventy percent (70%) of the students will improve their study habits as indicated on the Study Habits Worksheet.
- e. 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. The students who have an attendance record below ninety percent (90%) for the previous school year will have their current year attendance record analyzed to determine if eighty percent showed improvement.
- b. Each student's spring Lexile score will be analyzed to determine the percent of students who score within the independent level by the end of the year.

Each third grade student's FCAT/SSR 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.

- c. Each student's final grades in core subjects will be examined to determine if he/she maintained a "C" average or better in each of the core subjects.
- d. Each student's work habits will be analyzed by his or her Wayman Academy S.T.A.R. 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 Dropout Prevention Office the "Study Habits Worksheet" provided by the Dropout Prevention Office.
- e. Each student's Student Information Management System (SIMS) Elementary Permanent Record (PRE) will be analyzed to determine if 80% of the students were promoted at least one grade level. The Wayman Academy S.T.A.R. End-of-the-Year Promotion Form sent from Wayman Academy to the District Dropout Prevention Office will be analyzed to determine the percent of students promoted more than one grade.

5. Specific Student Eligibility Criteria

To be eligible for the Wayman Academy S.T.A.R. program the student must meet ALL of the following criteria:

- a. Student is one year or more overage for his/her grade level due to retention.
- b. Student must have a reading comprehension norm-referenced test score at or below the 45th percentile.
- c. Students in grades two and three must have a grade of "C" or above in reading or math. Students in grades four and five must have a "C" or above in at least two of the subjects of reading, mathematics, science, language and social studies, one of which must be in reading or math.
- d. Students retained in the third grade based on scoring Level 1 on the FCAT SSR may be considered for Wayman Academy S.T.A.R. even if the FCAT NRT and grade requirements are not met.
- e. Students must meet ALL of the following behavioral objectives:
 - The student must have an end-of-year grade of "B" or better in conduct for the previous school years.

- The student may not have more than three Discipline Referrals in the previous school year.
 - The student may have no Class III or IV offenses.
- f. The student is eligible for a second consecutive year in the Wayman Academy S.T.A.R. Program based on the Wayman Academy S.T.A.R. teacher's recommendations.
- g. To remain in the program the student must:
- maintain a "B" average or better in conduct,
 - maintain an eighty percent (80%) attendance rate,
 - receive no more than three discipline referrals ,
 - maintain a "C" or better in Reading and Mathematics

AND

- receive no Class III or IV offenses.

Failure to meet the above criteria will result in removal from the program upon approval from the principal. Every effort shall be made to conference with the parents prior to removal from the program.

h. 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. A classroom teacher, guidance counselor, administrator or parent may refer students.
- b. If a student is determined to be eligible for Wayman Academy S.T.A.R. the parent must complete and sign the Wayman Academy S.T.A.R. Parent Notice of Eligibility form.
- c. The principal/designee at Wayman Academy will review the student's application. 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 the Wayman Academy Parent Letter of Acceptance form, as stated in Florida School Law 1003.53, and the Wayman Academy School Conference Contract.

- d. Wayman Academy will begin accepting applications on April 15th for the next school year or the first Monday after April 15th in the event the 15th is on a weekend. Applications must be renewed annually.
- e. The closing date for placing students in the program will be the end of the last day of the first grading period.
- f. 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 code field and a sub program code of “P” for grades two and three or “E” for grades four and five.

7. Program Operating Procedures

a. Curriculum

(1) Standards

Wayman Academy S.T.A.R. 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
 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

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
 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

- | | |
|--|---|
| S3 – Earth and Space Science Concepts | SC.E. – Earth and Space |
| S4 – Scientific Connections and Applications | SC.H. – The Nature of Science |
| S5 – Scientific Thinking | SC.H. – The Nature of Science |
| S6 – Scientific Tools and Technology | SC.H. – The Nature of Science |
| S7 – Scientific Communication | SC.H. – The Nature of Science |
| S8 – Scientific Investigation | 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 |
| 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 | |
| | 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 |
| | HE.B.3.2 Knows nonviolent, positive behaviors for solving conflict |

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 citizen.

(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 at 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

(1) Wayman Academy S.T.A.R. 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.

(b) Teachers will use a variety of instructional methods including peer tutoring and cooperative learning.

- (c) Students will 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 an AIP, Safety Net Improvement Plan (SNIP) or other individual education program to ensure individualized instruction.
- (2) On the DPP screen in the first field of placement reasons, place the letter "A" 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 Wayman Academy S.T.A.R. program.
- c. 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 Wayman Academy S.T.A.R. 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 Wayman Academy S.T.A.R. a second consecutive year, based upon teacher recommendations.

f. Implementation Sites

#113 Wayman Academy of the Arts

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).

b. Average Class Size

In the Wayman Academy S.T.A.R. program, classes will have a maximum of 18 students per class with a teacher assistant.

c. Length of Stay

Students who enter Wayman Academy S.T.A.R. 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 Wayman Academy S.T.A.R. program based on Wayman Academy S.T.A.R. 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. This double promotion will take place by the end of the program school year; however, no student shall be allowed to accelerate beyond his/her own kindergarten entry peers. The criteria for double promotion is 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 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,
- must 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 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 a “D” or better in reading, math, science and either language arts or social studies.

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.

(4) It is possible for a student to remain in the Wayman Academy S.T.A.R. program for two consecutive years, return to a regular classroom for one year, and then re-enter the Wayman Academy S.T.A.R. program. It is also possible for a student to be double promoted, remain in Wayman Academy S.T.A.R., 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 Wayman Academy S.T.A.R. program for two consecutive years must return to a regular or other alternative program at the end of the second Wayman Academy S.T.A.R. year.

d. Total Number of Students Served

It is projected that the program will serve approximately 36 students.

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 (preferably in field).

10. Staff Development Activities

The selected personnel will attend in-service sessions that may include the following topics: students needing academic assistance, 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 two particular in-services: standards-based instruction and training in alternative methods of assessment

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.

S.T.A.R. PARENT NOTICE OF ELIGIBILITY
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

DATE _____

DEAR _____:

_____ is eligible for Wayman Academy S.T.A.R. Placement (Students Taking Academic Responsibility). 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. Wayman Academy S.T.A.R. 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 Wayman Academy S.T.A.R. 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 Wayman Academy S.T.A.R. 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 WAYMAN ACADEMY S.T.A.R.

I have read the information about Wayman Academy S.T.A.R. provided above. I request placement into Wayman Academy S.T.A.R. for _____.

I understand that as parent/guardian I will be required to attend a conference 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.)

Copies: 1 – Student's Cum Folder

2–Parents

S.T.A.R. APPLICATION FORM
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

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:

- SD1
- SC1
- SC3
- CTR
- DPP
- PRE SCREENS SHOWING RETENTION

DOCUMENTATION OF REASONS FOR ELIGIBILITY:

Check all items that apply. **(ITEMS 1-4 MUST BE CHECKED IF STUDENT IS ELIGIBLE.)**

_____ 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. Student score: _____%.

_____ 3. Student has a grade of "C" or above in two or more core subjects (as listed in the Student Progression Plan).

_____ 4. Student meets **ALL** of the following behavioral objectives:

- maintained a "B" average in behavior for the previous year,
- has no more than 3 class II offenses for the previous year, and
- does not have any class III or IV offenses from previous year.

Second year S.T.A.R. applicants:

_____ 5. Student is eligible for a second year in Wayman Academy S.T.A.R. based on teacher recommendation.

Dropout Prevention Committee Date: _____ Teacher Signature: _____

Counselor Signature: _____ Principal/Designee Signature: _____

Copies: 1 – Student's Cum Folder

2– Parents

S.T.A.R. PARENT LETTER OF ACCEPTANCE
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

Date: _____

Dear _____:

I am pleased to inform you that your child, _____, is eligible for placement in the Wayman Academy S.T.A.R. (Students Taking Academic Responsibility) program. 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.

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 Wayman Academy
S.T.A.R.

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 Wayman Academy S.T.A.R. 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

Copies: 1 – Student's Cum Folder

2– Parents

SCHOOL CONFERENCE AND S.T.A.R. CONTRACT
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

PURPOSE:

The Wayman Academy S.T.A.R. 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 "B" average or better in conduct,
- maintain an eighty percent (80%) attendance rate,
- maintain a "C" average or better in reading and math,
- 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. 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: _____

Copies: 1 – Student's Cum Folder

2 – Parents

SAFETY NET IMPROVEMENT PLAN (SNIP)
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

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.)

Copies: 1 – Student's Cum Folder

2 – Parents

**ACADEMIC/BEHAVIORAL INTERVENTION PLAN FOR DROPOUT
PREVENTION PROGRAMS**
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

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
- _____ arranged for the student to receive tutoring before, during, or after school.
- _____ arranged for the student to attend a before-school or after-school safety net program, such as Team Up
- _____ held student/teacher/parent/counselor conferences
- _____ referred to the Child Study Team

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.
- _____ provided student with a mentor.
- _____ referred to the Child Study Team.

Copies: Copy 1 – Program Folder Copy 2 –Parents

STUDY HABITS WORKSHEET
WAYMAN ACADEMY OF THE ARTS
 8855 Sanchez Rd.
 Jacksonville, Florida 32217

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. **Please send this form to the address below by May 18, 2006.**

	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: Alternative Education Resource Teacher
 #275 B
 Building 10

WAYMAN ACADEMY NOTICE OF WITHDRAWAL
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

Date: _____

Student Name: _____ is being withdrawn from Wayman Academy S.T.A.R.

(Please check one)

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

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

- _____ The student has progressed, but is recommended for a second year in the S.T.A.R. program.

- _____ 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 Wayman Academy S.T.A.R. contract by:
 - _____ maintaining a less than "B" average or better in conduct,
 - _____ receiving more than three class II offenses,
 - _____ receiving a class III or IV offense,
 - _____ maintains attendance rate below 80%,
 - _____ other (Specify)_____.

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

WAYMAN S.T.A.R. Teacher: _____

WAYMAN S.T.A.R. Principal: _____ Date: _____

Parent: _____

Send a copy of this form to: Alternative Education Resource Teacher
#275 B
Building 10

**S.T.A.R.
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./cumulative folder.

Send a copy of this form to:
Alternative Education Resource Teacher, #275 B, Building 10

AUDIT CHECKLIST
WAYMAN ACADEMY OF THE ARTS
8855 Sanchez Rd.
Jacksonville, Florida 32217

DIRECTIONS:

Check each student's Wayman Academy S.T.A.R. 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 Wayman Academy S.T.A.R. 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)

- _____ SD1 Screen
- _____ SC1 and SC3 Screens
- _____ CTR Screen
- _____ DPP Screen
- _____ PRE Screens showing retention
- _____ Wayman Academy S.T.A.R. Parent Notice of Eligibility: Date _____
- _____ Wayman Academy S.T.A.R. Parent letter of Acceptance/Permission Date _____
- _____ Wayman Academy Receiving School Conference and Contract
- _____ Wayman Academy S.T.A.R. Application (All criteria met)
- _____ Wayman Academy AIP or other valid Academic Improvement Plan or Individual Educational Plan
- _____ Wayman Academy Withdrawal Form (if applicable during the year/always at end of year)
- _____ Wayman Academy Current referrals and/or Academic/Behavioral Intervention Plan
- _____ Report Cards

THE STUDENT IS SCHEDULED PROPERLY IN THE COMPUTER.
(CHECK WITH THE SCHOOL'S CRT OPERATOR TO CHECK STUDENT DATA, SD1 SCREEN AND DPP SCREEN)

_____ Yes

_____ No

_____ Parent permission precedes date of entry into the program.