

## 2008-2009 Quality Assurance (QA) Report (Final) Juvenile Justice Educational Enhancement Program (JJEED)

Florida Department of Education, Bureau of Exceptional Education and Student Services

### DAY TREATMENT PROGRAM

<b>School Name (MSID)</b>	DADE MARINE INSTITUTE-NORTH	<b>School #</b> 13-7805 <b>School District</b> Dade <b>County</b> Dade	<b>ESE Service Delivery</b> Consultation Support Facilitation	
<b>Program Name</b>	Dade Marine Institute North	<b>Capacity</b> 86 <b>Population</b> Co-Ed	<b>Diplomas by Program</b> GED Exit Option Standard Special	
<b>Address</b>	2701 NE 151 Street North Miami Beach, FL 33160	<b>Head Count</b> 43 <b>SD Registered</b> 55 <b>HSD/GED</b> 0 <b>DJJ Referred</b> 40	<b>Other School in SD</b> GED #13-8017	
<b>Education Provider</b>	AMIKids (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 13:1	<b>Students' Home/Zoned Schools</b> None	
<b>Facility Provider</b>	AMIKids (Not-For-Profit)			
<b>Education Provider Change</b>	N/A	<b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Students who have reading deficiencies</b>	46
<b>SD Contract Manager</b>	Barbara Van Leer	<b>Phone</b> (305) 636-6151 <b>Fax</b> (305) 636-6199	<b>E-mail</b> <i>bvanleer@dadeschools.net</i>	
<b>Other SD Contract</b>	Miguel Torres	<b>Phone</b> (305) 636-6147 <b>Fax</b> (305) 636-6195	<b>E-mail</b> <i>migueltorres@dadeschools.net</i>	
<b>Lead Educator</b>	Maria Casanova	<b>Phone</b> (305) 944-1960 <b>Fax</b> (305) 945-7745	<b>E-mail</b> <i>dmin-de@amikids.org</i>	
<b>Facility Director</b>	Casandra Alpert	<b>Phone</b> (305) 944-1960 <b>Fax</b> (305) 945-7754	<b>E-mail</b> <i>dmin-ed@amikids.org</i>	
<b>SD Transition Contact</b>	Maria Gutierrez	<b>Phone</b> (305) 261-4822 <b>Fax</b> (305) 273-9252	<b>E-mail</b> <i>mdgutierrez@dadeschools.net</i>	
<b>QA Reviewer</b> Karen P. Kugelmann <b>Review Dates</b> June 2-5, 2009		<b>E-mail</b> <i>kkugelmann@fsu.edu</i>	<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
			<b>DOE intervention is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

# JJEEP QA REVIEW METHODS

**The findings in this report are based on interviews, document review, and on-site observations.**

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input checked="" type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Staffing Specialist	5 Teachers 0 Teacher Aides 1 Guidance Staff 8 Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input type="checkbox"/> Bell Schedule <input type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
<b>On-site Observations</b>	4 Classrooms	0 Treatment Team Meetings	Others: None	

## QA Rating Scale

### ***Superior Performance – Rating of 7, 8, or 9***

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### ***Satisfactory Performance – Rating of 4, 5, or 6***

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### ***Partial Performance – Rating of 1, 2, or 3***

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

### ***Nonperformance – Rating of 0***

The expected outcome of the indicator is clearly not being addressed.

## SUMMARY

Dade Marine Institute North is a conditional release program that serves male and female students. AMIKids, formally known as the Associated Marine Institutes, Inc. (AMI), is the educational provider. The school district provides the program with an abundance of instructional support, transition reintegration efforts, resources, materials, and technology. The program and the school district demonstrate commitment to ongoing communication and collaboration.

The program, located by the Oleta River, has ocean access for scuba diving and lifeguard certification training. The program now offers the Florida Ready to Work program to enhance students' career/technical exploration resources.

The program continues to be challenged by teacher turnover; three teachers are new this year, and one teacher left three weeks ago. The lead educator is also leaving the program, and will be replaced by a teacher who has been at the program for two years. The program is advertising for a science teacher and may hire a permanent substitute to cover classes for teachers on leave.

The program continues to make improvements and provides quality educational services to the students. The program earned Exemplary II status for its high overall score for this quality assurance (QA) review.

The findings in this report are based on document review, interviews, and on-site observations.

## QA TRENDS: Dade Marine Institute North

When making cross-year comparisons of your program's QA scores keep in mind that JJEOP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **day treatment programs** are provided for comparison purposes between your program's performance and the state average.

Note that the score for *Standard Four: Contract Management* is not included in the program's overall average because it solely measures the performance of the supervising school district.

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	7	5.38	On-Site Transition Services	5	5.12	On-Site Transition Services	7
Testing & Assessment	6	4.45	Testing & Assessment	6	5.68	Testing & Assessment	7
Student Planning	7	4.29	Student Planning	3	4.34	Student Planning	6
			Community Reintegration	8	6.23	Community Reintegration	8
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.67</b>	<b>4.71</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.50</b>	<b>5.36</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.00</b>
Academic Curriculum & Instruction	5	4.95	Academic Curriculum & Instruction	6	5.17	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	5	3.98	Reading Curriculum & Instruction	6	4.66	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	6	5.50	Employability & Career Curriculum & Instruction	6	6.10	Employability & Career Curriculum & Instruction	8
ESE & Related Services	8	5.02	ESE & Related Services	7	5.24	Specially Designed Instruction & Related Services	7
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.00</b>	<b>4.90</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.25</b>	<b>5.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.75</b>
Collaboration	7	5.43	Collaboration	7	6.29	Collaboration	8
Educational Personnel Qualifications	5	4.19	Educational Personnel Qualifications	5	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	5	5.06	Professional Development & Teacher Retention	5	5.41	Professional Development & Teacher Retention	6
Learning Environment & Resources	7	5.07	Learning Environment & Resources	7	5.88	Learning Environment & Resources	7
Student Attendance	7	6.23	Student Attendance	7	6.29	Student Attendance	7
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.20</b>	<b>5.27</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.20</b>	<b>5.79</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.60</b>
<b>OVERALL AVERAGE</b>	<b>6.25</b>	<b>5.02</b>	<b>OVERALL AVERAGE</b>	<b>6.00</b>	<b>5.51</b>	<b>OVERALL AVERAGE</b>	<b>6.77</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>	<b>3.93</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	<b>4.76</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>

# Dade Marine Institute North-- 2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	172 105	TOTAL (Unduplicated)	174
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	143	82	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	1	1	
Female	31	18	13	3	2	6	0	0	Emotional/Behavioral Disabilities	15	9	
<b>RACE</b>	<b>#</b>	<b>%</b>	14	23	13	7	11	6	Specific Learning Disabled	13	7	
White (NH)	6	3	15	50	29	8	31	18	Autism Spectrum Disorder	0	0	
Black (NH)	120	69	16	44	25	9	88	51	Speech/Language Impaired	0	0	
Hispanic	47	27	17	42	24	10	33	19	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	1	1	18	12	7	11	9	5	Gifted	4	2	
			19 & above	0	0	12	2	1	Traumatic Brain Injured	0	0	
<b>FCAT PARTICIPATION</b>	<b>#</b>	<b>%</b>				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	50	89	<b>Diplomas Earned</b>	<b>#</b>	<b>%</b>				Other Health Impaired	0	0	
2006-07 Math	49	88	Standard *	0	0				<b>TOTAL ESE</b>	<b>33</b>	<b>19</b>	
2007-08 Reading	40	77	GED	2	1	<b>LEP STUDENTS</b>	<b>#</b>	<b>%</b>				
2007-08 Math	38	75	Special	0	0		3	2				

**NOTE: Student counts are based upon an unduplicated count of students served as reported in both the attendance and the dropout prevention files. This unduplicated count is matched to the demographic and the ESE files. Diplomas earned are independently retrieved from the end-of-the-year file.**

\* Includes the GED Exit Option

# PERFORMANCE INDICATOR

# FINDINGS

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program has transition activities that include:		
<p><u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	An interview with the guidance counselor documents that she enrolls students in appropriate courses based on past records, entry assessment scores, FCAT reading levels, and student progression plan requirements. Course schedules in 10 current files reviewed document that students are enrolled in appropriate courses for student progression and reading remediation, as needed.
<p>1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The guidance counselor meets with all students at entry to review course schedules and assessment results. Guidance logs, notes, and student and teacher interviews document that the guidance counselor is at the program one day a week and meets with students individually, makes classroom visits, attends exit meetings/staffings, and collaborates with the career education teacher in advising students in the areas required in this benchmark. The eight students interviewed know how many credits are required for graduation and how many credits they have earned, and student interviews with five eligible students document that they know their major areas of interest. All students document that they receive ongoing guidance from the case manager, the guidance counselor, the lead educator, the facility director, and the teachers. Guidance counselor log notes and/or course credit analysis forms are in all 10 files reviewed.
<p>1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Six closed files reviewed document via signatures that the lead educator participates in transition and exit staffings conducted 60 and 14 days prior to students' departure. Three of the six closed files reviewed document transition and exit staffings; two document that the students were detained and placed in other commitment programs, and one file documented that the student absconded.
<p>1.4 Documenting transmittal of students' educational exit packets to their next educational placements <b>prior</b> to the time of exit (Exit packets shall include, at a minimum, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator, the staffing specialist, and the transition team collaboratively compile students' educational exit packets and hand-deliver or transmit exit packets via certified mail to the juvenile probation officers (JPOs), the case manager, the aftercare providers, and the transition contacts in the receiving school districts prior to students' exit. The transition team receives any inquiries regarding students' exit packets. The program provides exit packets to the parents and maintains copies in students' files. Exit packets reviewed are complete and document timely transmittal to the next educational placements prior to or at the time of students' exit. Additionally, the transition team has developed a database of student transition/exit information.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program has a seamless transition process and maintains a transition database.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 2: TESTING and ASSESSMENT</b>		<b>RATING: SUPERIOR SCORE: 7</b>
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Ten current files reviewed document that the lead educator and/or the administrative assistant administer the BASI to students appropriately within the required time frame. The program also administers the Transformational Education (TEd) writing assessment, a learning styles inventory, and a modality strengths inventory to students at entry to enhance student learning.
2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed document that the administrative assistant administers the Choices Interest Profiler to students appropriately within the required time frame. Interviews with teachers and classroom observations document that career assessment results are used to enhance career/technical instruction.
2.3 The BASI for reading, language arts, and mathematics to <b>all exiting students who have been in the program for 45 or more school days</b> and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator and/or the administrative assistant administer the BASI to all exiting students who have been in the program 45 or more school days. MIS screens and data printouts in three closed files reviewed document the direct input of entry/exit BASI growth scale values and standard scores into the MIS. Three closed files do not contain BASI exit assessment data because the students exited the program unexpectedly.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program administers additional assessments to students to enhance instruction.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 3: STUDENT PLANNING</b>		<b>RATING: SATISFACTORY SCORE: 6</b>
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Six IAPs reviewed document that the lead educator develops plans based on entry assessments, past records, and post-placement goals within 15 school days of student entry. IAPs meet all the requirements in this benchmark.
3.2. Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teacher interviews document that IAPs are reviewed monthly to determine students' progress toward achieving their goals and objectives. Teachers discuss and revise students' IAPs monthly or as needed, and IAPs document review/revision via teacher and student signatures. IAPs are also reviewed in monthly treatment team meetings with the lead educator, case manager, the on-site juvenile probation officer (JPO), and the students. Six IAPs reviewed document that the lead educator, the teachers, and/or the guidance counselor review and/or revise goals and objectives on a monthly basis or as needed.

3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All four IEPs reviewed document that the exceptional student education (ESE) resource teacher writes IEPs that contain measurable annual goals and short-term objectives that directly relate to the students' identified needs.
3.4. Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE resource teacher creates and sends IEP progress reports to the parents at reporting time every four and a half weeks, as documented in all four ESE files reviewed. The ESE resource teacher maintains IEP progress reports in support facilitation and consultation logs and documents the mailing dates in students' treatment files.
3.5. Developing an electronic Personalized Education Plan (ePEP) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career education teacher and/or the lead educator help middle school students develop ePEPs based on their aspirations and goals for post-secondary education and careers, as documented in the five eligible students' files reviewed.
3.6 Requesting and implementing conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs and modifying the transition goals as needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the program requests exit transition plans and educational portfolios from students' previous residential commitment programs, modifies the transition goals, as needed, and assists the students with implementation of the plans.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 8</b>
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The transition specialists notify the parents, the aftercare agencies/conditional release counselors, and the transition contacts in students' receiving school districts of transition meetings, as documented in all six closed files reviewed. The general education teacher, the exceptional student education (ESE) teacher, the staffing specialist, the case manager are also invited to attend, as appropriate. Observations and records document that the transition specialists maintain an extensive list of outside agencies that can assist students with community reintegration, continuing education, and employment. The collaborative efforts of the transition specialists' the ESE teacher and the staffing specialist help special education students, who are eligible, to obtain employment at a specific agency and assist all students with reintegration, continuing education, and employment. The transition specialists conduct ongoing follow-up to students post release via telephone calls to the parents, the new educational placements, and the juvenile probation officers (JPOs), when appropriate. The transition specialists also facilitate a newly developed transition process that includes sending e-mails to the school district director concerning "out-of-county" students; developing pre-enrollment plans for out-of-county students returning to the district; sending e-mails to aftercare agencies and letters to out-of-county students returning to the district; conducting a caseload census of follow-up services for all students post-release; submitting summaries of exit meetings to the school district director; and sending e-mails regarding the review of the aftercare caseloads from other school district programs who serve in-county students.

4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, aftercare providers, post-release educational plans, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator, the staffing specialist (when appropriate), and the transition specialists develop educational exit transition plans 14 days prior to students' departure with input from general education representatives at the transition meetings. Six closed files reviewed contain exit plans that include all the required information. Two of six files reviewed are for students who were detained and transferred to other commitment programs, and one file documents that the student absconded from the program. However, transition meetings were held for these three students, and the program forwarded all required transition information to their next placements. The lead educator, the staffing specialist, and/or the transition specialists telephone and fax the transition contacts in the receiving school districts for out-of-county students at least one week prior to or the day of students' exit, as documented in the six exit plans reviewed.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The transition specialists implement a seamless process of tracking students post release.</li> <li>• The transition specialists document extensive services to assist students who are transitioning into public schools, including monitoring students' progress post release.</li> <li>• The transition specialists provide students with information from numerous outside agencies to assist them with transition.</li> <li>• The school district exceptional student education (ESE) resource teacher and the staffing specialist document an added transition component for ESE students.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION</b>		<b>SCORE: SATISFACTORY</b> <b>RATING: 6</b>
The program offers academic curriculum and instruction through:		
5.1 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all the required diploma options and reports all diplomas, except the GED diploma under its school number. The program provides GED practice materials to eligible students, Associated Marine Institutes (AMI) pays the testing fees, and the program transports students to the GED testing site. The program has implemented the Plato Learning credit recovery program to assist students with obtaining their diplomas.
<u>5.2</u> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Florida Course Codes, course descriptions, and the FSSS. The program offers math, English/language arts, science, and social studies. Lesson plans and texts are aligned with the FSSS, and all eight students interviewed stated that they receive instruction for the courses in which they are enrolled.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAP), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All core academic teachers interviewed stated that they provide individualized instruction and a variety of instructional strategies based on IAPs/IEPs. Teachers maintain lesson plans that incorporate the diverse curriculum and skills taught in the classes. Students are grouped according to their program rank and academic levels. Classroom observations document differentiated instruction via discussion, computer-assisted instruction (CAI), one-on-one assistance, graphic organizers, Internet research, peer assistance, support facilitation, and independent assignments. All eight students interviewed stated that they receive individualized instruction, as needed. The program documents some projects; however, more hands-on activities/projects are needed in core academic areas to enhance individualized instruction.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program implements a credit recovery program to assist students with obtaining their diplomas.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should consider offering more hands-on projects in core academic areas to enhance individualized instruction.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 6: READING CURRICULUM and INSTRUCTION**

**RATING: SATISFACTORY**  
**SCORE: 6**

The program provides reading instruction and services through:

<p><b>6.1</b> Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The reading teachers use the Jamestown Navigator series, which is aligned with the school district comprehensive reading intervention curriculum. Entry assessment and Florida Comprehensive Assessment Test (FCAT) scores are used to place students on the appropriate reading levels in the curriculum. Teachers individualize reading instruction in more than one class period via the Jamestown Navigator curriculum, as documented in students' biweekly assessment reports and course schedules. Supplemental programs used include Reading Plus and the River Deep programs. Classroom observations and interviews document that the reading teachers provide explicit reading instruction and the students read independently, work in the technology-based curriculum, read aloud, receive teacher-directed lessons, write in response to literature, and listen to teacher read alouds. Eight students interviewed stated that they use the Jamestown Navigator and/or the Reading Plus program daily. The program follows the school district comprehensive reading plan.</p>
<p><b>6.2</b> Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district reading coach reports progress monitoring data quarterly to the DOE via the Progress Monitoring and Reporting Network (PMRN), based on the Florida Oral Reading Fluency (FORF) probe and progress monitoring assessments embedded in the Jamestown Navigator program, as documented in interviews and reading files.</p>
<p><b>6.3</b> Reading opportunities and literacy enrichment activities during the school day</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Students have opportunities for leisure reading during the school day, according to all eight students interviewed. Reading enrichment activities include a point card system and certificates, literature responses, essay responses to prompts, whole class novel reading with discussion, newspaper activities, audio books, role playing based on books, book review writing, and sustained silent reading.</p>
<p><b>6.4</b> Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The administrative assistant administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to students who are not progressing based on progress monitoring data. The DAR-2 identifies students' reading deficiencies in the five construct areas. Two current files reviewed document that the DAR-2 was administered to students to modify their reading goals and objectives.</p>

**RATING JUSTIFICATION**

The intent of the indicator is being met.

**COMMENDATIONS**

- None

**RECOMMENDATIONS**

- None

**DEFICIENCIES REQUIRING A CAP**

- None

**INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION**

**RATING: SUPERIOR**  
**SCORE: 8**

Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and

<p><b>7.1</b> Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards and instruction must follow course descriptions</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program provides appropriate career/technical instruction in the life choices &amp; career planning and the career research and development courses offered for credit. All eight students interviewed document that they are enrolled in one of these career courses during their stay at the program. Instruction follows course descriptions and uses the Life Skills curriculum, which includes job and career activity boxes, the Work in Progress, the Skills for Success, and the Get Smart Series, as documented via classroom observations.</p>
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7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides the life choices & career planning course that covers the 30 required competencies for students in grades 7 or 8 and provides career exploration opportunities and resources, as documented in classroom observations and interviews with the career education teacher and five middle school students. The Choices planning tools are used to enhance instruction and development of students' electronic Personalized Education Planners (ePEPs) on FACTS.org.
7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career education teacher provides students with individualized instruction, as documented in lesson plans and completed assignments. Classroom observations document group work, paired work, hands-on application of skills, one-on-one assistance, teacher-directed whole group instruction, and board work. All eight students interviewed stated that guest speakers have talked to them about career/technical fields, including representatives from Miami Lakes Technical Institute, the ARISE program, and 7-Thirty Productions. Armed Services Vocational Aptitude Battery (ASVAB) testing is conducted for interested students, and the program offers enhanced instruction and the opportunity to earn certifications in scuba diving, dive master, life guarding, CPR, and First Aid. The career teacher indicated in an interview that a career day held this year included various career programs at Miami Lakes Technical Institute, three local career/technical trade schools, 7-Thirty Productions, the local zoo, and the county health department. Some students have begun the Ready to Work program.
7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Currently, no high school graduates are enrolled. Interviews with the lead educator and teachers document that students who have high school diplomas or the equivalent follow the regular school schedule, conduct job searches, and complete job applications.
<b>RATING JUSTIFICATION</b>		The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The program provides varied resources and hosts guest speakers to enhance students' career/technical education.</li> <li>The program provides ASVAB testing and certification in CPR, First Aid, life guarding, and scuba diving to interested students.</li> </ul>
<b>RECOMMENDATIONS</b>		<ul style="list-style-type: none"> <li>None</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>		<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator, the ESE resource teacher, the staffing specialist, and/or the guidance counselor telephones or faxes schools to request new students' IEPs/EPs, as documented in all four ESE files reviewed. The guidance counselor develops appropriate course schedules based on students' diploma options and IEP/EP goals.
<u>8.2</u> Completing the ESE process: <ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE resource teacher reviews current IEPs/EPs to determine whether they are appropriate. Four IEPs and the EP of the one gifted student enrolled are current.

<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		The ESE resource teacher and the staffing specialist convene IEP/EP meetings as soon as possible when services are not appropriate, as documented in all four IEPs reviewed.
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		The ESE resource teacher and/or the staffing specialist telephone the parents and mail parent participation forms and invitations to staffings to encourage their input into IEP/EP development. All four IEP files reviewed document that the ESE resource teacher and the staffing specialist mail IEPs/EPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		The ESE resource teacher writes transition statements for the students who are 14-15 years old and transition plans for students 16 or older, as documented in all four IEPs reviewed.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		All four IEPs reviewed document that the school district staffing specialist serves as the program's LEA representative and attends all IEP/EP staffings/exit meetings.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE resource teacher verifies students' required services and informs the teachers, as documented in teacher interviews. The ESE resource teacher is at the program daily to assist students in the reading, language arts/English, and math classrooms. Facilitation logs and consultative notes document that the ESE resource teacher provides support facilitation to ESE students who are on the special diploma track and consultative services to the teachers weekly, daily, or as needed. The school district provides an itinerant speech and language teacher, as needed; currently, only one student requires these services, as documented in the sign-in log.
8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, gifted, and Section 504 services. Interviews with the lead teacher and the ESE resource teacher document that the EP for the one gifted student is being implemented as written.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program has a seamless process for serving ESE students and demonstrates a high level of collaboration among the ESE resource teacher, the students, and the staff.</li> <li>The program maintains a full-time ESE teacher who provides daily support facilitation and consultation services.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 9: COLLABORATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 8</b>
The program facilitates collaboration to provide:		
<u>9.1</u> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and class schedules document that the program provides more than the weekly equivalent of 300 minutes of daily instruction. Students observed transitioned between classes in a timely and orderly manner.

9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records document daily staff meetings and weekly teacher meetings. The lead educator, the teachers, the facility staff, the mental health specialist, the transition coordinator, the on-site juvenile probation officer (JPO), and the case manager meet with students monthly in treatment team meetings, as documented in treatment team notes. Teacher and staff meetings are also held weekly to enhance instructional planning and student progression, as documented in meeting agendas. Individual educational plan (IEP) meetings with the exceptional student education (ESE) staffing specialist, the resource teacher, and the students are held as needed. The community advisory board meets quarterly, and school district personnel and the lead educator communicate on a daily basis, as documented in interviews. Educational issues are discussed in weekly meetings or as needed, as documented via interviews and meeting agenda logs.
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator and the facility director solicit and document in binders a variety of community involvement activities such as the Shake-a-Leg career education program, beach clean-up, Oleta River clean-up, Hands-on-Miami, cleaning and painting the facility and/or community facilities, car washes, hosting a haunted house and a career fair, holiday parties, and open houses. Sign-in logs document many school district visitors and guest speakers from Miami Technical College and the Life Skills Center. A number of guest speakers have talked to the students concerning behavior, health counseling, HIV, life skills, First Aid, social discourse, gun violence and gang awareness. Students interviewed document that guest speakers visit the program regularly.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan includes a point-based level system and point store. Students in classrooms observed were well behaved and on task. Six of the eight students interviewed stated that the classroom discipline is fair. Students receive awards such as lunches out, pizzas, incentive field trips on the program's boat or to a swimming pool, and level attainment. Students also participate in out of town trips for attaining rank. Trips on airboats, educational field trips to the zoo and local museums and technical colleges, scuba diving, and ropes course trips are the most recent activities. Seven of the eight students interviewed document that positive reinforcement is fair, but would like to have an alternate dress code as a reward for on-task behavior. Perfect Week (PW) Friday Breakfasts' are popular rewards that students interviewed discussed with enthusiasm.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program provides more than 330 minutes of daily instruction.</li> <li>• The program demonstrates a high level of communication among all program personnel, the school district, and AMI.</li> <li>• The program documents a variety of community involvement and numerous field trips and educational guest speakers.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should consider surveying students periodically to learn what rewards motivate students to have positive behavior, demonstrate leadership, and attain rank promotions.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
All instructional personnel:		
<b>10.1</b> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and personnel files document that most of the year, the program had five core academic teachers. Two teachers had professional certification, and three teachers had temporary certification. However, one teacher resigned prior to this quality assurance (QA) review, and administrators are not sure this position will be filled next year. The program is now on a modified summer schedule. Of the five core academic teachers, one has professional certification, three have temporary certification, and one has a statement of eligibility. One teacher also has an exceptional student education (ESE) certification. All teachers this year have taught in their certification areas and other subjects as well. Interviews with both reading teachers document that each is working toward a reading endorsement.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	One noncore academic teacher has temporary certification in social science, and one has a statement of eligibility for English.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should assist the teachers in obtaining professional certification in all the subjects they teach.</li> <li>• The program should ensure that the reading teachers' complete reading endorsement requirements.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All five teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance. The school district provides a beginning teacher program; one teacher who has a statement of eligibility is currently enrolled in the program.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL]).	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive continual training from the Associated Marine Institutes, Inc., the Department of Juvenile Justice (DJJ), colleges, the facility, and the school district. Training topics this year related to professional development plan development, working with at-risk youths, the Florida Comprehensive Assessment Test (FCAT), content-specific strategies, ESE, organizational training, and facility safety procedures.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	To retain teachers, the program offers job training, vacation and holidays, planning days, flexible scheduling, fees for professional certification, a casual dress code, sick days, health insurance, and retirement plans. The program recruits teachers through its corporate Web site and the school district.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that teachers receive more content area training in the subjects they teach.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has five academic teachers, two transition specialists, an on-site exceptional student education (ESE) resource teacher, an administrative assistant, a guidance counselor, and a lead educator, who does not have classroom duties. The average class size is 13 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and classroom observations document an adequate quantity of educational supplies and instructional materials that are age and grade appropriate and texts that are aligned with the Florida Sunshine State Standards (FSSS). The program also has American Guidance Services (AGS) books, Glencoe core texts, and low-level books for appropriate students. Classrooms contain a variety of high-interest reading materials, and all eight students interviewed stated that they have an adequate number of interesting books to read. Students have access to a variety of literature, newspapers, and magazines in five classrooms and books in the computer lab.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms have TVs/VCRs, overhead projectors, teacher computers, and a computer lab that is equipped with 12 student computers. The program offers Internet access for research and the Reading Plus, Plato Learning, and Jamestown Navigator software programs.
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning and displays classroom rules, facility mission statements, subject area posters, photographs of student activities, and students' projects and work samples. Classrooms are clean and well lit.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS as appropriate, but no current students are enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents resources such as Title I, Part D funds (to purchase program materials and educational supplies), United Way, the JM Foundation, Associated Marine Institutes, Inc. (AMI), Hartwell Funds (for the Ropes course, white water rafting, and AMI Olympics), the Ryder Foundation, Publix Super Market Charities, Miami Heat, Miami Dolphins, Life Skills Education, Southern Poverty Law Center, Mullah Furman Accounting Firm, and Royal Caribbean Cruise Ship Fundraisers. Additionally, AMI offers scholarships to eligible students.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program actively pursues diverse resources through grants, scholarships, and business/community partnerships to enhance students' educational opportunities.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 13: STUDENT ATTENDANCE</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by:		
13.1 Maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program implements a thorough system of recording student attendance, as documented via interviews, observations, and records. Students' arrival at school is documented daily via their thumbprints on a biometric tracking system that records their pictures, names, dates, and times. The information is sent electronically to the administrative assistant and the juvenile probation officers (JPOs). The administrative assistant records the information and reports it weekly to the educational alternative outreach program for MIS reporting. Teachers also record attendance every class period, as documented in the electronic grade books.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Documented strategies used to encourage student attendance include point cards and individual incentives that relate to each rank level. The lead educator and/or the administrative assistant calls the juvenile probation officers (JPOs) and the parents of students who do not arrive at school, and a school district social worker makes home visits to address student attendance concerns.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program has a biometric system in place to accurately track students' daily attendance and implements a truancy intervention plan.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The school district ensures that:		
14.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
<u>14.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. The lead educator accurately reports all student data required in this benchmark in the MIS registrar, as documented in all six closed files reviewed; however, withdrawal dates on school district withdrawal forms do not accurately match withdrawal dates on the cumulative transcripts. Further review of the closed file data screens document that four of the six closed files have withdrawal dates that do not match the program's reported withdrawal dates reported to the MIS on school district withdrawal forms.
14.3 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide participation rates were 77% for reading and 75% for math.

14.4 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the current school district comprehensive reading plan approved by Just Read! Florida and receives the support services identified in the plan such as biweekly assistance from a reading coach and walk-throughs and fidelity checks by the lead educator, the contract manager, and/or other school district staff.
<b>14.5</b> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager serves as the assistant principal for the school district Educational Alternative Outreach Program (EAOP) and provides sufficient oversight and assistance to the program. The contract manager conducts annual mock quality assurance (QA) reviews that involve academic assessment teams, as documented in reports and an interview with the contract manager. Additionally, the contract manager stated in an interview that she also conducts annual reviews of the educational program via a school district evaluation tool, as documented in teacher professional development plans. The contract manager actively monitors the school district transition plan and student attendance and develops monthly, quarterly, and yearly reports regarding the program. Sign-in logs document that school district staff visit the program often. The school district provides support services via an exceptional student education (ESE) staffing specialist, an on-site ESE teacher, a guidance counselor, a transition specialist team, a school social worker, professional development staff, and others, as needed.
14.6 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved contract with the school district and the Associated Marine Institutes, Inc. (AMI) and a cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents in the program's self-report verify that the terms are being followed. The school district EAOP director and the contract manager monitor the program's quarterly expenditures of all state and federal educational funds.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The school district contract manager provides varied oversight to the program and implements more than one annual evaluation tool.</li> <li>• The school district provides additional school district personnel to provide a continuum of support services that enhance the educational component.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The EAOP management information system (MIS) registrar should work with the program to ensure that the dates on students' school district withdrawal forms match the dates on students' cumulative transcripts.</li> <li>• The school district MIS department should work with the program to ensure that its statewide assessment participation data are accurately reported to DOE.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>OTHER FINDINGS</b>	<ul style="list-style-type: none"> <li>• The current lead educator has resigned, and the social studies teacher will assume this position.</li> </ul>	
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	