Brevard Public Schools
School Improvement Plan
2015 – 2016

Name of School:

Stone Magnet Middle School

Area:

South Area

Principal:

Mary Bland

Area Superintendent:

Dr. Mark Mullins

SAC Chairperson:

Melissa Grabowski

Superintendent: Dr. Desmond Blackburn

Mission Statement:

"Building today's dreams into tomorrow's realities."

Vision Statement:

"To enhance students' lives by meeting their educational and social needs through commitment, teamwork and scholarship."

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

All stakeholders are invited to participate in the school improvement process. Information is provided via our newsletter, school registration process, school marquee, Back to School Night program and Blackboard Connect messages. Our meetings are open to the public and we encourage such participation. During our annual registration process, we provide a location where stakeholders can ask questions, volunteer, and receive information about our School Advisory Council (SAC). Their peers vote upon parties interested in becoming an active, voting member of our SAC. At each SAC meeting, our School Improvement plan is discussed and reviewed for input. As our plan is a living document, areas are improved upon as the need is warranted and approved by the SAC. Our School Improvement Plan (SIP) is uploaded to our school website to be available at all times. Parent and community leaders are very supportive of our SIP as they share with other Stone MMS stakeholders.

Brevard Public Schools
School Improvement Plan
2015-2016

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources:

What are the areas of successful professional practices and what data shows evidence of improvements?   What are the concerns with professional practices and how are they revealed with data?

2014/2015 SUCCESSES:
The major focus of Stone Magnet Middle School's efforts last year was to build a foundation in all lessons grounded in ambitious standards-based instruction with a supporting environment. Administrative classroom walkthroughs and Instructional Rounds (to include non-campus District personnel) were conducted to gather evidence and provide feedback of successes and "missed opportunities" to support growth in this area. With the increase of formative observations, it became apparent that the instructional staff was indeed focusing on the rigorous intent of the content standards. With the use of school wide high-quality best practices (AVID, BEST, STEAM) as the "plate on which their context was served", the transition to ambitious standards-based instruction was seamless.

Concern: It was evidenced by Classroom Walk-Through (CWT) data and Instructional Rounds feedback that only approximately half of the teachers were teaching and exploring the standards to their intended levels of understanding. Increased understanding of daily essential question proved to better focus teachers towards this goal but we have more work to do in this area. Even though teachers made a commitment to the utilization of the AVID WICOR strategies (single binder, Cornell Way note-taking, use and checking of planners, and Deep Reading) they are still not being used by all with fidelity.

Minutes from department meetings and CET mentor logs evidenced peer collaboration in various strategies such as common formative/summative assessments, AVID methodologies, BEST strategies, and DBQs (Document Based Questions).

The continued use of AVID and BEST strategies will be evidenced and supported. These research-based strategies have proven successful for those using them with fidelity. Incorporation of the Cornell Way note-taking and single-binder organization systems has embedded structures to support student success. Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies have been infused across the curriculum to increasingly engage students at more rigorous levels, and continue to provide a strong foundation of ambitious standards-based instruction *(Standards-based instruction encourages teachers to focus on the "power standard" – or Big Ideas – and utilizes the

other standards to support these. This instructional focus puts the emphasis on the depth and rigor of the standard and requires students to gain more than just a foundational understanding of each standard.). An increase in teacher commitment to use these strategies will continue to support growth in student achievement. As we move forward with our commitment to academic growth, deployment of AVID's ***Marking and Charting the Text*** strategy will help students become more proficient interacting with a range of texts for a variety of purposes. Additionally, teachers were trained on how to go about "marking the text" digitally. With each student having a laptop, we felt it important to take a step in that direction. Students were then able to utilize available technology for this task.

The expectation of posted Lesson and Unit Essential Questions (LEQs and UEQs) has helped students understand what they are expected to Know, Understand and Do (KUD) as a result of the instruction. Keeping the focus on the rigorous intent of the Standards bridges the gap between ambiguity and clarity.

At the onset of the 2014-2015 school year, all teachers were provided training on Performance Matters (PM) data management system. Teachers were encouraged and provided time to dissect data for their current student population to determine performance strengths and weaknesses. In addition, the PM data management system provides trend reports for teachers to analyze successes and growth opportunities. The PM system provides a plethora of data at the click of a few buttons. This data will be used to focus classroom instruction to the needs of the students.

What are the areas of successful student achievements and what data shows evidence of improvements?

What are the concerns with student achievements and how are they revealed to the data?

Maximizing the use of our AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading), BEST (Brevard Effective Strategies for Teaching), and STEAM strategies resulted in a common focus throughout the campus. Students were better prepared, especially after the deployment of the individual student laptops, to delve deeper and more often into the various standards presented.

The percentage of students enrolled in Algebra I/Algebra I Honors/Geometry Honors continues to increase each of the past 3 years (2014 ≈ 18.3%, 2015 ≈ 19.4%, and 2016 ≈ 21.4%). This evidences the content rigor and support for mathematics students. In 2015, the Algebra EOC pass rate was 86.7%, up from 47% in 2014. The percentage of students passing the Civics EOC increased from 47% (13/14 SY) to 59% (14/15 SY).

Concern: The percentage of students earning a proficient score or higher on their 2015 State Science test was 39%, a decline from 45% in 2014.

What other areas of strength or opportunity are revealed in data from <u>leading indicators</u>?

The increase in students participating in Algebra and Geometry at middle school and successfully passing the respective EOCs shows a focused effort, on our part, to identify students who would normally "settle" for less rigorous courses and place them in a supportive collegiate-focused math class. In 2015, we had 86.7% of these students pass the EOC in Algebra.

As a result of community support, after school tutoring began in the 2015 school year. Holy Trinity Episcopal Academy students (8-12) volunteered their time for one hour weekly, after school, to provide individual and small group tutorial sessions. This structure has been carried forward to this school year and student success data will be tracked.

Classroom Walkthrough data of non-negotiables (single binder system, utilization and accountability for student planners, Cornell notes, Lesson and Unit Essential Questions, teacher lesson plans citing AVID WICOR strategies) will continue to be collected and shared with staff to identify trends.

School Culture
In an effort to engage students and staff in a climate of support, encouragement and educational motivation, the following events began to be a focus in 2015 and continues this year as well: the annual pep rally (revving the students up for a fun and successful year); Laptop Rollout; increased digital literacy endeavors.

Professional Development
Beginning in the 2015 School Year, teacher surveys were deployed to collect data regarding needs that support Digital Literacy and Standards-based instruction.

MTSS (Multi-Tiered System of Supports)
Beginning in the 2015 School Year, school wide data teams were in place and meeting quarterly to discuss and address information obtained.

PBS (Positive Behavior System)
Beginning in the 2014 School Year, Stone's PBS encouraged positive choices in all areas. By looking at data to evaluate trends in attendance, suspension rates, and behavior, it was evident that a significant focus on a positive behavior system was needed. The administration and Discipline team worked together to generate a viable plan that will address the needs of our school and student body.

Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

AVID methodologies, such as our single-binder and Cornell WAY note taking system, and STEAM-infused lessons have provided a basic foundation from which all students work. As such, standard classroom expectations are ingrained to allow more time for delving deeper (ambitious/rigorous) into the content standards. Periodic AVID and STEAM updates/presentations, directly connected to the District's emphasis on the *Understanding by Design (UbD)* model, are provided to maintain focus on our common goals.

The goal of the 2015 Stone Magnet Middle School Improvement Plan was to engage in lessons grounded in ambitious standards-based instruction to address increased student achievement and instructional effectiveness. Although several AVID and STEAM strategies were deployed to *support* rigorous instruction, it was apparent that we did not focus intently enough on the depth of the standards. Thus, by consciously supporting this process with fidelity, we will better meet the academic needs of all the students we serve.

Stone Magnet Middle School has adopted four best practices that align with our Grant objectives and dovetail with our AVID strategies. These are: 1. Inquiry, 2. Student-centered learning, 3. Technology integration, and 4. Interdisciplinary lessons. To support these practices, the MSAP Grant provided funding to support professional development for teachers in numerous STEAM-related areas. For example, teachers were given training on multiple Apple programs and then time to design lessons incorporating those programs. Another example would be having Dr. Paul Sproll from the Rhode Island School of Design host professional development to assist teachers in integrating the arts into their curriculum. Also, the Grant allowed teachers to collaborate during the summer and write curriculum to be used school wide. These thematic units integrated different subject areas to fully embrace the STEAM philosophy.

All teachers and students have created Collective Commitments from which to operate. These commitments were devised by each subgroup (instructional versus student) and are part of our classroom environment. This gives everyone a voice in the learning and instructional environment. As evidenced in a recent District survey, a major area of concern for instructional staff is **low morale**; it is a goal of our stakeholders to provide support to proactively increase morale on our campus.

Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the classroom?

As education evolves and educational leaders become more informed about improving instruction and learning for students, core values are shared, analyzed and prioritized; thus a culture is established. According to research and our limited 2015 school data, we did not fully meet our objective last year because we (administration and teachers) did not focus deeply enough to achieve rigorous instruction.

If exercised with fidelity, purposefully focusing on lessons grounded in ambitious standards-based instruction will enhance teacher preparedness and support student success. In addition, continued use of our adopted/proven practices (ie AVID, STEAM and UbD) will further support our goal.

In "Recognizing Rigor in Classrooms: Four Tools for School Leaders", Ronald Williamson and Barbara Blackburn (2008) emphasize the importance of understanding what rigor looks and sounds like in classrooms, "*Recognizing rigor in classrooms is all about recognizing good instruction. It is important to look for instructional practices that expect students to learn at very high levels and that also give students the support to achieve at high levels. It*

is also essential that teachers expect all students to demonstrate their learning at high levels... Real rigor is the result of weaving together all elements of schooling to improve the achievement and learning of every student." Understanding this idea is essential to the success of ambitious standards-based instruction.

In traditional educational methodologies, teachers direct the learning process and students assume a receptive role in their education. "Traditional education ignores or suppresses learner responsibility" as claimed by Armstrong in his book, <u>Natural Learning in Higher Education</u> (2012). Therefore, traditional classroom settings no longer meet the academic needs of students. Student centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the center of the learning process. Student-centered learning environment is not to be abandoned, but models the "supportive environment" needed for rigor to take place via the student.

These changes impact teaching methods and the way students learn. By allowing students to make inquiries and set the stage for his or her academic success, learning becomes more productive. In addition, research evidences that shared beliefs and support among stakeholders had significantly higher levels of student achievement (Watt, Huerta & Mills, 2010; Rooney, 2005; Fullan, 2004). It also evidences that on-going professional learning "yielding the highest levels of improved student achievement, is a team of teachers with a natural common interest" (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Gallimore et al., 2009; Little, 2006, Saphier et al., 2006; Stigler & Hiebert, 2009). "Moving to a truly student-centered model is an essential component to helping every student achieve mastery and becoming ready for college and career," said Chet Linton, CEO and president of School Improvement Network. AVID, BEST, STEAM, FSA, and a focused student-centered learning environment support the research which cites the need to connect students to a higher level of learning, operating with a shared belief, for the ultimate success for all students.

School-Based Goal: What can be done to improve instructional effectiveness?

The Stone Magnet Middle School faculty will build and support a foundation in all lessons that is grounded in ambitious standards-based instruction* with a supporting environment.
*(Standards-based instruction encourages teachers to focus on the "power standard" – or Big Ideas – and utilizes the other standards to support these. This instructional focus puts the emphasis on the depth and rigor of the standard and requires students to gain more than just a foundational understanding of each standard.)

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure

1. Teacher buy-in	1. Build on current school wide teaching practices (AVID and STEAM) 2. Provide collaboration time/resources	Teacher Leaders Instructional Staff AVID Site Team STEAM CTs Peer Mentors Administration	Beginning August 2015 and continuing through the 2016 SY	$5000 Substitutes (STEAM Budget) $5000 Training (STEAM, Grants, and Operating Budget)	Pre-planning mtgs.; Department mtgs.; Faculty mtgs.; Workshops/ Inservices; Faculty surveys; PGP (Professional Growth Plan) data; Admin Team Mtgs
2. Teacher Training	1. Provide support, through training (based on teacher/ administration identified needs), for quality implementation of strategies	Teacher Leaders, Instructional Staff, AVID Site Team, STEAM CTs, Peer Mentors, Administration, Media Specialist, Technology Specialist	Beginning August 2015 and continuing through the 2016 SY	$5000 Substitutes (STEAM Budget) $5000 Training (STEAM, Grants, and Operating Budget)	AVID/STEAM/ UbD lesson and Unit plans Teacher training based on individual teacher needs assessment – for $\geq$ 40 hours of PD for each teacher (STEAM) Pre/Post Survey results Inservice component sheets CWT data
3. Supportive Environment	1. Establish and Support Collective Commitments	Administration, Instructional Staff, Students	Beginning August 2015 and ongoing		Collective Commitments
	2. Teacher leaders provide peers with strategies that facilitates ambitious planning (to include UbD model) and instruction that supports collaborative teaching and student learning.	Teacher Leaders, Administration, UbD trained facilitators, STEAM CTs, Media Specialist, Technology Specialist	Beginning August 2015 and continuing through the 2016 SY	$500 for supplies/ resources to create a resource binder (SIP, STEAM, and/or operating budget)	UbD units, CWT data, Training calendar, Emails, reflection journals, training agendas, minutes from meetings

	3. Provide resources to support parental informational meetings and academies.	AVID Site Team, Administration, SAC Chairperson, STEAM CTs	August 2015 and continuing through the 2016 SY	$5000 printing, postage, materials	Marquee messages, Agendas, Edline & Blackboard Connect messages

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Where do you want your teachers to be? What tools will you use to measure the implementation of your strategies? What tool will be used to measure progress throughout the year? Use real percentages and numbers.

Qualitative Outcomes:

Levels of implementation will be measured in the following ways:

1. 100% of the teachers will reference ambitious standards-based instruction (utilizing the depth of the identified standard(s) being taught) in their Individual Professional Growth Plan for 2016 as evidenced in teachers PGPs, if they choose the traditional PGP.
2. At least 80% of the Classroom Walkthrough Observations will evidence implementation of research proven methodologies (WICOR/BEST/STEAM/UbD strategies) focusing on ambitious standards-based instruction as evidenced on COIs and/or observation emails.
3. At least 80% of the teacher-to-teacher observations will be used as a means of sharing best practices as evidenced by uploaded peer observations from ProGOE[2].
4. 80% of the teachers surveyed will provide information to determine the need for additional training in high-yield strategies that enhance a supportive learning environment.

Quantitative Outcomes:

1. In May of 2015, 25% of the core content teachers used common formative assessment based upon the state standards. In May of 2016, at least 50% of the core content teachers will use common formative assessments based on the Florida State Standards to progress monitor student growth.
2. At least 20% of teachers and administration will be active participants of an Ambitious Instruction Professional Learning Team (PLT).
3. 100% of the teachers and administrators will be trained on research-based ambitious instruction strategies.
4. 100% of the teachers and administrators will be trained on research-based **Understanding by Design (UbD)** methodologies.
5. 100% of the teachers and administrators will create and post **Collective Commitments** in their classrooms and offices.
6. At least 75% of all teachers will create at least one Unit utilizing the **UbD** method.
7. To support sustainability of the MSAP Grant, the percentage of teachers who participate in no fewer than 40 hours of STEAM or MSAP identified "best practices" training annually will be at least 85%.

Progress Monitoring:
1. Establish Teacher-Leader Observation Team – to observe and discuss instructional

practices.

2. Create a "Look Fors and Ask Abouts" forum where by teachers discuss increased teacher effectiveness (non-evaluative), with regards to ambitious standards-based instruction.
3. Administration will conduct CWTs, by their evaluation list, to monitor progress in **ambitious standards-based instruction** - to include areas previously lacking in school wide fidelity.
4. Administration will gather and assess the feedback provided to have collegial conversations during PLTs that will monitor teacher proficiency of rigorous instruction.
5. STEAM CTs will track the professional development log for teachers.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

Where do you want your students to be?   What will student achievement look like at the end of the school year 2015-16?
What tools will be used to measure progress throughout the year?

Qualitative Outcomes:

Levels of implementation will be measured in the following ways:

1. At least 90% of the students will evidence use of school wide strategies such as the single binder system and Cornell Way note taking method.
2. At least 50% of the students will take common formative assessments in their core content classes.
3. At least 75% of the students will cite evidence that their content teachers utilized daily essential questions.
4. At least 90% of the students surveyed will provide information that their classroom teachers provide a supportive learning environment.

Quantitative Outcomes:

1. At least 90% of the students enrolled in Algebra I, Algebra I Honor and Geometry Honors will earn proficiency on the respective EOC tests in 2016.
2. A minimum of 5% increase in the percent of students scoring **above proficient** will occur on the respective tests in 2016 (decreasing the number of students below proficient).
3. At least 60% of students in core content classes will evidence growth in student achievement and a subsequent decline in the gap between content proficiency and standards-based instruction alignment.

Progress Monitoring:
1. Utilize CWTs to collect data for use of school wide strategies by students.
2. Collect data from departments of common formative assessments used.
3. Survey students, via CWTs and/or digital surveys, about teacher use of daily essential questions.
4. Survey students, via CWTs and/or digital surveys, about the use of supportive learning environments.

Part 2: Support Systems for Student Achievement
(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2014-2015 and a description of changes you intend to incorporate to improve the data for the year 2015-2016.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

There are three Tiers in the RtI process. Some students will make rapid progress and only need Tier 1. Other students may need Tier 2 or Tier 3 to be successful. Each Tier gives more intensive help to the student. Data regarding student learning will be constantly looked at to see if the student is making progress.

Tier 1 – This is core instruction that all students receive in their regular classroom. Sometimes a different teaching approach or materials are used with some of the students in the class. This helps not only the struggling student but also others in the classroom as well.

Tier 2 - If the student is still struggling, a school team called the Individual Problem Solving Team (IPST) will work with the teacher and the parent to develop more intensive strategies. The IPST may consist of many different people such as a psychologist, speech/language therapist, reading specialist, as well as the teacher. Different, more targeted strategies such as small groups may be put in place to meet the learning needs of the student.

Tier 3 - If the student is not making adequate progress with Tier 2 interventions the IPST will look at providing Tier 3 interventions, which will increase the intensity and individualization of the interventions and supports. Progress charts may show that the child needs more instructional time, for example, or needs to be taught using a different method or different materials. Tier 3 interventions are provided in addition to core (regular) instruction rather than as a replacement. If the student is successful in Tier 3, school staff and the parents decide the best way to maintain success.

Data is collected from a multitude of sources: Performance Matters (Baseball Card), FAIR test data, subject-specific diagnostic testing, teacher input, and parent/teacher conferences.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

In the 2015 school year, Stone Magnet Middle School parents and community volunteer hours showed approximately 1922 hours. A significant increase in parental engagement opportunities evidenced more than eighteen successful events. In an effort to meet rising standards, deployment of monthly family/community involvement meetings set a precedence for meeting the needs on campus, for both teachers and students. Based on the 2015 Parent/Client surveys, of those that took the survey (75) noted two areas of concern were:

44.44% cited the lack of "convenient time" and 36.11% cited "information presented not relevant to me/my child" for family involvement meetings.

To address parental concerns (ie. convenient times), Before School, After School, and Saturday Parent Academies will be offered on pertinent issues.

STUDENT SURVEY RESULTS (Required):

Address Elements of Student Survey Results found in the District Strategic Plan and describe how you will improve student perceptions of these indicators.

Strategic Plan Indicators:
- ✓ Promotes 21st Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
    - ✓ The 2015 Student Survey results evidenced that 60.19% were able to successfully research using books, articles, reliable online information, etc. often.
    - ✓ The 2015 Student Survey results evidenced that 47.25% were able to successfully utilize organization strategies often.
    - ✓ The 2015 Student Survey results evidenced that 56.14% were able to successfully use technology in practical ways (word processing, spreadsheet, etc.) often.
- ✓ Safe Learning Environment 2.2.3, 2.2.4, 2.2.5
    - ✓ The 2015 Student Survey results evidenced that 79.13% said they felt safe at school.
    - ✓ The 2015 Student Survey results evidenced that 20.71% said they were threatened by another student.
    - ✓ The 2015 Student Survey results evidenced that 6.47% said they were afraid to attend school because of bullying.

The following are action steps to minimize the aforementioned negative results:
- Red Ribbon Week – Daily Anti-Bullying Activities
- Anti-Bully Rally
    - o Guest Speaker – Toni Bartoli
- Student-led Anti-Bullying Club
- Mix-It Up at Lunch Day Event

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3

1. List any additional early warning system indicators and describe the school's early warning system.

    SECONDARY
    - Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension - 22.06%
    - One or more suspensions, whether in school or out of school – 36%
    - Course failure in English Language Arts or mathematics - 3.48%
    - Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics – 22.71%

    > Description of early warning system.
    > In addition to the intervention strategies listed below, we hosted an Early Warning System (EWS) Parent Night on 2/4/15 to go over available resources.

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2014-15 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2015-16.:
    - The number of students <u>by grade level</u> that exhibit each early warning indicator listed above.

Grade Level	7	8	Total
Attendance <90	86	85	171
1 or more ISS or OSS	143	136	279
Level 1 in ELA or Math	70	106	176
Course Failure in ELA or Math	8	19	27
Students exhibiting 2 or more indicators	81	99	122

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

    MTSS, CST, Tutoring, Behavior/Attendance contracts, IPST, CMA Team, Faculty Mentors
    a) Students who miss 10 percent or more of available instructional time: <u>171 (22%)</u>
       - Students are referred to our Truant Officer and place them on an attendance contract.
    b) Students who fail a mathematics course: <u>17 (2%)</u>
       - Remediate via Study Island internal program and/or BVIP/FLVS courses.
    c) Students who fail an English Language Arts course: <u>15 (2%)</u>
       - Remediate via Study Island internal program and/or BVIP/FLVS courses.
    d) Students who fail two or more courses in any subject: <u>24 (3%)</u>
       - Remove electives and remediate via Study Island internal program and/or BVIP/FLVS courses.
    e) Students who receive two or more behavior referrals: <u>213 (28%)</u>
       - Student is placed on a behavior contract.
    f) Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.: <u>280 (36%)</u>
       - Student is placed on internal ineligible list and a behavior contract.

STUDENT TRANSITION AND READINESS

1. **PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The strategies that the school employs to support incoming and outgoing cohorts of students in transition from one school level to another are:

- Articulation meeting with Elementary feeder schools for registration of 6th graders
- Deploy to Elementary schools for Math Readiness testing to ensure proper placement of students in Math courses as 7th graders
- AVID deployment of the Cornell Way to Elementary feeder schools to teach the 6th grade students the Cornell Note Taking Process – schoolwide initiative on campus at SMMS
- High School Informational Nights (All 5 HS on campus in Nov/Dec) for our students to visit all at one time one evening on a rotation
- Messages sent to 8th graders about the High school information nights at the high schools and the programs they offer
- High Schools reps come to our campus for registration of our 8th graders to ensure proper placement
- Transitional IEPs set and invited reps from High Schools to assist in the transition of our ESE students from 8th to 9th grade
- ESE counselor attends transitional IEPs at the elementary schools if invited and able to attend to help with our ESE students transitioning from 6th to 7th grade
- 15-16SY we will deploy to do online registration at the Elementary schools using our 1:1 technology to show our students the importance of digital literacy and will use Google docs to do registration recommendations from teachers at the elementary – going paperless.
- Pre-registration beginning in March for the new school year – packets delivered to elementary schools – trying to go paperless here as well – this runs through the summer (Fast Pass for parents/students for August registration)
- Summer Bridge Program for Math for 7th grade and Algebra Readiness

2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.
   a) CTE course enrollment for all 7th grade students.
   b) AVID elective classes offered.
   c) WICOR (research-based college and readiness) strategies implemented and utilized ***school-wide***.
   d) Collegiate visuals throughout campus, to include college pennants, college diplomas – located in every teacher's classroom, college representation signs above teacher's doorways - street signs (naming colleges) marking hallways, murals/visuals exploring career options.

e) Guest speakers/presentations from: college campuses, local degreed/certified professionals, and trades-persons.
f) College fieldtrips.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

a) Before/After School activities – high interest clubs (TSA, Girls Get It!, Voice, etc.)