Brevard County Public Schools
School Improvement Plan
2014-15

Name of School:

Stone Magnet Middle School

Area:

South Area

Principal:

Andrew L. Johnson, Jr.

Area Superintendent:

Dr. Mark Mullins

SAC Chairperson:

Melissa E. Grabowski

Superintendent: Dr. Brian Binggeli

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."

Communication of School Improvement Plan:

Briefly explain how the mission, vision and school improvement plan is communicated to all stakeholders.

Through school newsletters, the Stone MMS website, parent meetings and the School Advisory Council, our mission, vision and school improvement plan are clearly communicated to all stakeholders.

Brevard County Public Schools
School Improvement Plan
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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources:

2013/2014 SUCCESSES:

The major focus of Stone Magnet Middle School's efforts last year was to implement the student-centered classroom model with fidelity. As classroom walkthroughs were conducted, growth was evidenced of teachers moving from "sage on the stage" to facilitator/"guide on the side". This paradigm shift has turned the focus of learning and content engagement toward the students. Our emphasis was to create classrooms that were engaging, utilizing collaborative activities, and have students take greater ownership of their individual learning.

It was evidenced by Classroom Walk-Through (CWT) data that teachers were utilizing text-dependent questions that directly connected to specific text read in the classroom. Students demonstrated they could provide EVIDENCE to support their claim when responding to the text-dependent questions. In addition, it was apparent that teachers were providing content-level vocabulary in context to increase student success in subject specific classes.

Minutes from department meetings evidenced peer collaboration in various strategies such as DBQ's (Document Based Questions), BEST and AVID methodologies and the additional focus on the "lowest 30%" subgroup of the student population.

An area showing growth in student learning was evidenced in our supportive elective classes: acceleration, remediation and intensive strategies were emphasized. These classes specifically targeted students at risk of dropping an achievement level or worst case, a grade level. Results from these classes showed an overall 56% made an annual reading learning gain and 60% scored at proficiency (grade level). Additionally, at-risk 8th graders (87) who were scheduled into the Forensics Science (acceleration) classes earned an average DSS (Developmental Scale Score) of 207, compared to the school average of 199, District average of 205 and State average of 201.

Maximizing the use of our AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and BEST (Brevard Effective Strategies for Teaching) strategies (major components of the student centered classroom model) resulted in a boost to our three weakest areas. Of the black student population, 48% experienced reading learning gains while even less (42%) experienced math learning gains. The economically disadvantaged student population evidenced 48% and 47% learning gains in reading and math. Students with disabilities

evidenced 47% and 48% learning gains in reading and math.

Our overall reading learning gains increased to 65% (+5%), with our lowest 25% increased to 66% (+5%) over previous year. Our overall math learning gains showed minimal movement with 57% (-1%) making gains, and 59% (+1%) of the lowest 25% making gains over the previous year. Thus it was evident that a significant percentage of students missed Tier 1 instruction.

Although these strategies have improved our weakest sub categories in the area of learning gains, we have continued to experience a downward spiral for the overall student population. Due to this noted decline, an extensive focus will be placed on our Tier 1 (the majority of our student population) population.

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 increase the level of student-centered classrooms, engage students at more rigorous levels, and create a foundation of ambitious standards-based instruction. An increase in teacher commitment to use these strategies will 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.

The expectation of posted Lesson and Unit Essential Questions (LEQs and UEQs) has helped student 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.

Analysis of Current Practice:

The Stone MMS Administration provides a presentation called the "Stone Historical Perspective" to the faculty during pre-planning and other stakeholders in our first School Improvement Meeting each school year. The presentation gives an overview of school dynamics from both the physical structure and its relevance in the community to the testing trends of recent years. It also orients the faculty on the instructional path and goals we are striving to attain. More importantly, this presentation provides an analysis of our various subgroups and emphasizes their successes and areas of weakness. Additionally,

the presentation has incorporated the school-wide focus on AVID & BEST (Brevard Effective Strategies for Teaching) strategies/methodologies, Florida Standards Assessment (FSA), Student–Centered classrooms, and ambitious standards-based instruction. Thus, it has created and introduced the school's mindset for the coming academic year for all stakeholders.

Last year our school goal was to focus on student-centered classrooms as a means to help students make meaning and take ownership of their learning. The state standards were deployed using established AVID and BEST strategies as the support and the STEAM (Science, Technology, Engineering, Art, Mathematics) initiative was launched. Building upon the strategies of embedding higher level and critical thinking skills into the curriculum, individual departments are maximizing concerted efforts to increase literacy and higher-level vocabulary through the implementation of Florida State Standards. By embedding these higher levels of learning and critical thinking, students will demonstrate through collaborative groups that are facilitated by teachers. Students will be expected to know and demonstrate these expectations in reading, writing, speaking, listening, language, math, and science, which are the foundational foci of FSA. These strategies and methodologies are research-based and proven to maximize student-learning outcomes. Monitoring teacher use of these instructional strategies and student engagement in the classroom based upon these expectations, WICOR/COI documentation will be used to evidence success and opportunities for growth.

As outlined in our 2015 School Improvement Plan, the Stone Magnet Middle School student population shows deficits in FCAT testing in three main areas: black students, economically disadvantaged students, and students with disabilities. Accompanying these areas and equally as important was our missing the mark of rigorous instruction. In an effort to minimize deficiencies in these areas, ambitious standards-based instruction, with a supporting environment, will be our focus with the foundation that has already been established through AVID, BEST and STEAM practices. In conjunction with all stakeholders (teachers, students, parents/guardians), a collaborative effort will be made to support the success and academic growth of all students.

The goal of the 2015 Stone Magnet Middle School Improvement Plan is to engage in lessons grounded in ambitious standards-based instruction to address increased student achievement and instructional effectiveness. Although several AVID and BEST 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** implementing this process with fidelity, we will better meet the academic needs of all the students we serve.

Best Practice:

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 2014 school data, we did not meet our objective last year because we (administration and teachers) did not aim high enough to achieve rigorous instruction. Instead, we oriented too heavily on Tier 3 (approximately 10% -

at-risk population) of the Multi-Tiered System of Supports (MTSS). The intense focus on remediation negated, somewhat, more emphasized efforts on acceleration and overall growth.

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, BEST and STEAM) will further support our goal.

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.

CONTENT AREA:

☒Reading	☒Math	☒Writing	☒Science	☒Parental Involvement	☐Drop-out Prevention Programs
☒Language Arts	☒Social Studies	☒Arts/PE	☒Other: STEAM (Science, Technology, Engineering, Arts, and Mathematics)		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

The Stone Magnet Middle School faculty will build a foundation in all lessons that is grounded in ambitious standards-based instruction with a supporting environment.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Teacher Buy-in	1A. Presentation of ambitious instruction and supportive environments by Administration.	Administration	Ongoing; Start August 2014		Pre-planning mtgs.; SWAP (Sharing With Another Professional) mtgs; Faculty Mtgs.
	1B. Create "model classrooms" that align with rigorous instruction for teacher observations.	Teacher Leaders	Ongoing; Start September 2014		CWTs; WICOR notes; Teacher feedback
	1C. Address teacher feedback/ concerns.	Administration	Ongoing		Teacher feedback
	1D. Emphasize the connection between Florida State Standards, ambitious instruction & Individual PGPs (Professional Growth Plans).	Administration, Teacher Leaders,	August 2014 and ongoing	$500 for subs (SIP and/or Operating Budget)	Pre-planning mtgs.; PGPs (Professional Growth Plans)
	1E. Construct a viable plan to address areas of concern where there is a "gap" in teacher knowledge.	Administration	September 2014; Ongoing	$6500 for subs (as needed) (SIP, Operating Budget and/or MSAP Grant)	Admin Team Mtgs.; WICOR notes and COIs
	1F. Modify master schedule to support STEAM electives for students to directly address rigor using core-content standards-based instruction.	Administration	Summer 2014	$3000 from the support of STEAM resource (MSAP Grant)	Master Schedule
	1G. Encourage student-centered classroom strategies and hands-on initiatives to support minimizing textbook driven instruction.	Classroom Teachers; Teacher Leaders; Administration	Pre-planning 2014; ongoing	$7000 for subs and resource material (as needed) (MSAP Grant and/or operating budget)	Inservice Component Sheets/Evals
	1H. Provide support for STEAM-based lessons by engaging the Media Specialist and STEAM Coordinating Teachers as co-facilitators in teacher's classrooms.	STEAM Coordinating Teachers, Media Specialist	July 2014; ongoing		STEAM lesson plans
2. Teacher	2A. Provide Professional	District	Pre-Planning	$2500 for	Teacher

Training	Development training on rigorous standards-based instruction, STEAM-infused lessons, and AVID/BEST/WICOR strategies.	Resource Teachers; Administration; Teacher Leaders; STEAM CTs; Media Specialist	2014; Ongoing	subs (as needed) (MSAP Grant and/or operating budget)	feedback from Pre/Post surveys; Inservice Component Sheets/Evals
	2B. Provide teachers with "Marking and Charting the Text" strategy training.	Teacher Leaders; Administration	September 2014; Ongoing	$2000 for teacher training pay (SIP budget)	Inservice Component Sheets/Evals
	2C. Monitor teacher use of "Marking and Charting the Text" strategy by CWTs.	Administration	September 2014; Ongoing	$2000 for teacher training pay (SIP budget)	WICOR notes, COIs, CWTs; Student work in portfolios
3. Supportive Environment	3A. Teacher leaders provide peers with strategies that facilitates ambitious planning and instruction that supports collaborative teaching and student learning.	Teacher Leaders; Administration	September 2014; Ongoing	$150 for supplies/ resources to create a resource binder (SIP budget)	Teacher Reflections; Training Calendar; Training Agendas
	3B. Support the teachers in their endeavors of mastering ambitious instruction.	Teacher Leaders; Administration	September 2014; Ongoing		Emails; Reflection journals; minutes from Department/ Team meetings
	3C. Provide resources to support parent informational meetings/academies.	Administration; SAC Chairperson	July 2014; ongoing	$4000 printing/post age/refrigera tion (ASP/SIP)	Agendas; Newsletters; Marquee; Edline & Blackboard Connect messages
	3D. Provide technological resources to improve classroom environment/ teacher instruction.	Administration; Technology Associate	September 2014; ongoing	$2000 (SIP/ Operating Budget/ Technology Budget)	Purchase Orders; Inventory list

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

Qualitative and Quantitative Professional Practice Outcomes:

Qualitative Outcomes:

Levels of implementation will be measured in the following ways:

1. 100% of the teachers will reference ambitious standards-based instruction in their Individual Professional Growth Plan for 2015 as evidenced in teachers PGPs.
2. 100% of the teachers will participate in CMA teams to help address specific needs of our student population as evidenced by team rosters and CMA meeting notes/agendas.
3. At least 70% of the Classroom Walkthrough Observations will evidence implementation of research proven methodologies (WICOR/BEST/STEAM strategies) focusing on ambitious standards-based instruction as evidenced on WICOR notes, COIs, and Observation emails.
4. At least 80% of the Teacher Lesson Plans will evidence student-centered methodologies.
5. 90% of the teacher-to-teacher observations will be used as a means of sharing best practices as evidenced by uploaded peer observations from PROGoE2.
6. 100% of the teachers surveyed will provide information to determine the need for additional training in high-yield strategies that support a student-centered learning environment.

Quantitative Outcomes:

1. At least 50% of the students who earned below proficiency in reading and/or math will show a learning gain on the respective tests in 2015.
2. A minimum of 5% increase in the percent of students scoring ***above proficient*** will occur on the respective tests in 2015 (decreasing the number of students dropping in achievement levels).
3. In May of 2014, 0% of the core content teachers used common formative assessment based upon the state standards. In May of 2015, 20% of the core content teachers will use common formative assessments based on the Florida State Standards to progress monitor student growth.
4. Of the content teachers using common formative assessments, at least 50% will evidence growth in student achievement and a subsequent decline in the gap between content proficiency and standards-based instruction alignment.
5. At least 10% of teachers and administration will be active participants of an Ambitious Instruction Professional Learning Team (PLT).
6. 100% of the teachers and administrators will be trained on research-based ambitious instruction strategies.

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 distribute "Look Fors and Ask Abouts" checklist to assist in quarterly monitoring.
4. Administration will conduct CWTs in 5x5 format (five classrooms, chosen randomly each day, five minutes each) to monitor progress in **ambitious standards-based instruction.**
5. Administration will gather and assess the feedback provided through the "Look Fors and Ask About" checklist to have collegial conversations during PLTs that will monitor teacher proficiency of rigorous instruction.

Qualitative and Quantitative Student Achievement Expectations:

Where do you want your students to be? What will student achievement look like at the end of the school year 2014-15? What tool will be used to measure progress throughout the year?

Math Proficiency – Stone MMS students will earn a percentile ranking greater than or equal to 45 (from 42 in prior year).
Math Learning Gains – Stone MMS students will earn a percentile ranking greater than or equal to 22 (from 18 in prior year).
Math (lowest quartile) Learning Gains – Stone MMS students will earn a percentile ranking greater than or equal to 34 (from 31 in prior year).

Reading Proficiency – Stone MMS students will earn a percentile ranking greater than or equal to 45 (from 37 in prior year).
Reading Learning Gains – Stone MMS students will earn a percentile ranking greater than or equal to 43 (from 40 in prior year).
Reading (lowest quartile) Learning Gains – Stone MMS students will earn a percentile ranking greater than or equal to 55 (from 52 in prior year).

Writing Proficiency – Stone MMS students will earn a percentile ranking greater than or equal to 25 (from 21 in prior year).
Science Proficiency – Stone MMS students will earn a percentile ranking greater than or equal to 50 (from 43 in prior year).

Progress monitoring:
1. Utilize Department meetings to discuss trends and results of student performance on formative assessments throughout each quarter (to include common assessments).
2. Maximize CWTs to monitor use of higher leveling questioning, Lesson and Unit Essential Questions (LEQ's and UEQ's) and collaborative engagement.
3. Monitor common assessments, KUDs (Know, Understand, Do), extended thinking lessons/assignments, and course pacing.
4. Monitor school-wide vocabulary (in content areas), Larry Bell's Powerful Words usage, STARR (Striving To Attain Reflective Reading), Word Walls, etc.
5. Provide feedback via PLTs that directly relates to the evidence of rigorous instruction from CWTs, WICOR notes, COIs and PLT minutes.
6. A writing piece must be produced to show mastery of a unit (using scaffolding).
7. Using the 5x5 model, feedback will be provided quarterly (at a minimum) to those visited.

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

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: A3 Vision, 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 2014 school year, Stone Magnet Middle School parents and community volunteer hours showed approximately 6,800 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 2014 Parent/Client surveys, of those surveyed noted two areas of concern were: 54.4% cited the lack of "convenient time" and 39.7% 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.

The average number of parents (% of student population) in attendance at parent

engagement opportunities such as parent conferences (39%), Back To School Night event (44%), 7th Grade Orientation (39%), 13 to 15 Student Showcase events (36%) varies. Usually we can expect at least a 33% showing at these events. The average number of parent volunteers for school sponsored events (23%).

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
    1. The 2014 Student Survey evidenced that 52.79% of the students surveyed stated they used school databases (Gale, Infotrack, Marshall Cavendish, etc.) as a trusted source for completing research.
    2. The 2014 Student Survey evidenced that opportunities are *sometimes or often* provided to use technology to create projects for the following classes:
        a. Math: 37.5%
        b. Science: 65.9%
        c. Social Studies: 61.9%
        d. English/Language Arts: 55.9%
        e. World Languages: 23.1%
        f. CTE: 48.1%
        g. Physical Education: 19.0%
        h. Art: 19.1%
        i. Music: 19.9%
        j. Other Electives: 45.1%
    3. The 2014 Student Survey evidenced that on average 79.9% of the students surveyed stated they *sometimes/often* felt they were learning 21st Century Skills at school.

- ✓ Safe Learning Environment 2.2.2, 2.2.3, 2.2.4, 2.2.5
    1. The 2014 Student Survey evidenced that 74.85% of the students surveyed stated they felt safe at school.
    2. The 2014 Student Survey evidenced that 19.85% of the students surveyed stated another student had threatened them.
    3. The 2014 Student Survey evidenced that 6.47% of the students surveyed stated they had been afraid to attend school because of bullying.

Secondary Student Survey:
- ✓ 21st Century Skills – See above
- ✓ Online Safety
    1. The 2014 Student Survey evidenced that 86.76% of the students surveyed stated they have learned about online safety at school.
2. School Safety – See above

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Early Warning Systems (SB 850)

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. This list must include the following:

   SECONDARY
   - Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension – 16.3%
   - One or more suspensions, whether in school or out of school – 21.4%
   - Course failure in English Language Arts or mathematics – 7%
   - Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics – 30.9%

2. Provide the following data related to the school's early warning system:
   - The number of students by grade level that exhibit each early warning indicator listed above
     - Attendance: 7th Grade: 40 8th Grade: 32
     - Suspensions: 7th Grade: 99 8th Grade: 75
     - Course Failures: 7th Grade: 24 8th Grade: 22
     - Level 1: 7th Grade: 112 8th Grade: 116
   - The number of students identified by the system as exhibiting two or more early warning indicators
     - Two or more indicators: 7th Grade: 53 8th Grade: 42

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: 57
      - Students are referred to our Truant Officer and place them on an attendance contract.
   b) Students who fail a mathematics course: 37
      - Remediate via Study Island internal program and/or BVIP/FLVS courses.
   c) Students who fail an English Language Arts course: 21
      - Remediate via Study Island internal program and/or BVIP/FLVS courses.
   d) Students who fail two or more courses in any subject: 110
      - Remove electives and remediate via Study Island internal program and/or BVIP/FLVS courses.
   e) Students who receive two or more behavior referrals: 46
      - 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.: 87
      - Student is placed on internal ineligible list and a behavior contract.

CTE/STEM:

1. All Levels

   a) 162 STEM related experiences provided for students (Girls Get It! Club, Science Research, Science Fairs, TSA Club/Competition, LEGO/Robotics Team & Competitions, "Introduce a Girl to Engineering" Workshop – Rockwell Collins and

Harris Corp., Orlando Science Center Family Night, Voice Club/Meetings/for Mastering Digital Media)

b) Participation in STEM-related experiences provided for students: Girls Get It! – 30 students and 30 parents; TSA – 5 students and 4 parents; Science Research and Science Fairs – 62 students and 75 parents; Orlando Science Center Family Night – 168 students and 80+ parents; LEGO/Robotics Team & Competitions – 10 students and 15 parents; "Introduce a Girl to Engineering" Workshop – Rockwell Collins and Harris Corp. – 68 students and 9 parents; Voice Club – 42 students and 2 parents.

c) Students enrolling in one or more CTE courses: <u>115</u> eighth graders participating in Computing for College and Careers or Orientation Career Tech

d) CTE teachers holding appropriate industry certifications: <u>1</u> at this time and <u>1</u> are working on Industry Certification Tests

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College and Career Readiness
This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S.
COLLEGE AND CAREER READINESS (TO BE COMPLETED BY SECONDARY SCHOOLS) This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
1. Describe the strategies the school uses to support college and career awareness.
   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.
2. Describe how the school integrates vocational and technical education programs.
   a) Before/After School activities – high interest clubs (TSA, Girls Get It!, Voice, etc.)