

# Brevard Public Schools School Improvement Plan 2018-2019

**Superintendent:**

Dr. Mark Mullins

**Asst. Supt. Division of Equity, Innovation & Choice:**

Stephanie Archer

**Name of Charter School:**

Pineapple Cove Classical Academy at Palm Bay

**Principal:**

Lisa Wheeler

<b>School Grade History</b>	<b>2017-18: A</b>	<b>2016-17: A</b>	<b>2015-16: C</b>
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<b>Connections to District Strategic Plan</b>
<p>Obj.L1. Protect instructional time</p> <p>Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps</p> <p>Obj.L4: Provide equitable support for every student’s social-emotional development</p> <p>Obj.L6. Build principal capacity to develop and spread highly effective instructional practices</p> <p>Obj.R3 Increase system-wide proactive communications</p>

**Mission Statement:**

The mission of Pineapple Cove Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

**Vision Statement:**

Pineapple Cove Classical Academy is affiliated with Hillsdale College’s Barney Charter School initiative. We will offer a unique option for families providing students with a K-8 option for classical education on one campus. Students will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Students will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention students require in order to meet the high expectations of a Classical education. The strong leadership of our Board, Administration, and Teachers will provide an excellent example of character for our students.

**Stakeholder Involvement in School Improvement Planning:**

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

We have developed our goals with input from administration, teachers, our governing board, and parents via our parent representative and PTO Board. Our goals are reflected in the daily operation of our school and communicated via our website, parent meetings such as Open House, and monthly newsletters to our stakeholders. The governing board is updated by the principal at our scheduled board meetings.

**Brevard Public Schools  
School Improvement Plan  
2018-2019  
Part 1: Planning for Student Achievement**

**RATIONALE – Continuous Improvement Cycle Process**

Please use Data Analysis from multiple data sources.

<b>What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?</b>	
<b>Successful Professional Practices</b>	
<b>Practices</b>	<b>Data</b>
<ul style="list-style-type: none"> <li>-Fidelity to curriculum</li> <li>-Professional development through Hillsdale College</li> <li>-MTSS/IPST Process</li> <li>-Intervention Model</li> </ul>	<p>Teacher observation and evaluation data shows that the majority of our teachers are highly effective- especially in the area of lesson planning and instructional delivery. These two elements show that our teachers are quite confident in the use of our curriculum as we move into our fourth year.</p> <p>Our relationship with Hillsdale College continues to support our teachers. Their confidence in the curriculum and elements of classical education was evident this summer, as two teams of our staff presented for teachers and administrators from across the country at our annual summer conference at the college. We are growing experts in our building, and teachers are beginning to lead others in subject area expertise.</p> <p>Our SMART block and MTSS/IPST process continue to work well, as students are placed in tiered intervention as soon as possible. Teachers are growing in their accuracy with referral paperwork and data collection.</p>
<b>Opportunities for Growth with Professional Practices</b>	
<b>Practices</b>	<b>Data</b>
<ul style="list-style-type: none"> <li>-Writing instruction</li> <li>-Math instruction</li> </ul>	<p>While our ELA scores continue to be above those of the district and state, our teachers are looking for ways to improve their composition instruction. This year, we are piloting advanced levels of Well-Ordered Language in our 5<sup>th</sup> and 6<sup>th</sup> grade classrooms. This will greatly improve the grammar and technical aspects of writing. We will continue to support teachers with the application of these skills in written application across the subject areas with support from Hillsdale College.</p> <p>Our math FSA scores showed gains in most grade levels, particularly in fourth-eighth grades. However, we saw a drop in our third grade scores. We will continue to focus on fact fluency and Singapore Math practices to improve this performance for these current fourth graders.</p>

**What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?**

**Reading Data:**

The charts below are a summary of our ELA data. In Kindergarten, our students showed some gains in Reading according to their running record scores. Overall, we noted that our kindergartners came into kindergarten performing lower than previous years. We worked hard to implement support during our SMART block and were quite pleased that so many exceeded the district goal and slightly exceeded our end of year performance for the previous year. In first and second grade, our students performed higher than the district average on QLA 4. As we move forward with the administration of QLA this school year, we will work to improve student ability with short responses, as this is where we found the students had most difficulty. In the primary grades, we attribute these gains in performance to our utilization of Riggs/Access Literacy and Core Knowledge to teach phonics, both decoding and encoding, and reading comprehension.

Looking at our FAIR data from grades 3 – 6, our students performed well above district averages. By AP 3, our 70% of our third graders were scoring the “Green Zone” for their Probability of Literacy Success. This was an improvement of 25 percentage points from AP 1 and reflects the greatest growth in our school. In fourth grade, our scholars improved by 18 percentage points, while district scores improved by 8 points. In grade five, we were very impressed to see an increase of 22 percentage points for our students. Our gains in grades 6-8, were less than our other grades, but the performance of these students far exceeded that of the district.

	Goal	District Avg.	PCCA Avg. 2015-2016	PCA Avg. 2016-2017	PCCA Av. 2017-2018
Kindergarten End of Year Running Record	4	6	8.7	10.5	10.6
Kindergarten End of Year High Frequency Words	55	65	79	111	n/a PM data entry limited
1 <sup>st</sup> Grade End of Year BELAA	70%	74%	77%	81%	n/a
1 <sup>st</sup> Grade QLA 4	70%	72%	n/a	n/a	86%
2 <sup>nd</sup> Grade End of Year BELAA	70%	69%	72%	71%	n/a
2 <sup>nd</sup> Grade QLA 4	70%	63%	n/a	n/a	67%

Grade Level	Average	Probability of Literacy Success (PLS) (Green Zone)			Growth
		AP1	AP2	AP3	
3	District	.32	.47	.51	+ .19
	<b>PCCA</b>	<b>.45</b>	<b>.67</b>	<b>.70</b>	<b>+ .25</b>
4	District	.28	.31	.36	+ .08
	<b>PCCA</b>	<b>.43</b>	<b>.61</b>	<b>.61</b>	<b>+ .18</b>
5	District	.33	.40	.45	+ .12
	<b>PCCA</b>	<b>.52</b>	<b>.65</b>	<b>.74</b>	<b>+ .22</b>
6	District	.32	.34	.34	+ .02
	<b>PCCA</b>	<b>.55</b>	<b>.55</b>	<b>.55</b>	<b>+ .00</b>
7	District	.39	.41	.52	+ .13
	<b>PCCA</b>	<b>.57</b>	<b>.61</b>	<b>.66</b>	<b>+ .09</b>
8	District	.36	.31	.45	+ .09
	<b>PCCA</b>	<b>.52</b>	<b>.46</b>	<b>.59</b>	<b>+ .07</b>

Grade Level	Subject	State Proficiency Score	District Proficiency Score	PCCA Proficiency Score 2017-2018	PCCA Proficiency Score 2016-2017	PCCA Proficiency Score 2015-2016	Cohort's Change from previous year	District Rank 2017
3 <sup>rd</sup> Grade	ELA	57%	63%	<b>77%</b>	84%	78%		18 <sup>th</sup>
	Math	62%	62%	<b>49%</b>	76%	57%		48 <sup>th</sup>
4 <sup>th</sup> Grade	ELA	56%	57%	<b>77%</b>	74%	66%	-7%	8 <sup>th</sup>
	Math	62%	59%	<b>84%</b>	71%	57%	8	8 <sup>th</sup>
5 <sup>th</sup> Grade	ELA	55%	54%	<b>66%</b>	70%	58%	-8	18 <sup>th</sup>
	Math	61%	58%	<b>75%</b>	64%	40%	4	14 <sup>th</sup>
	Science	55%	57%	<b>63%</b>	60%	38%		22 <sup>th</sup>
6 <sup>th</sup> Grade	ELA	52%	63%	<b>73%</b>	71%	86%	3	16 <sup>th</sup>
	Math	52%	68%	<b>77%</b>	63%	57%	13	22 <sup>th</sup>
7 <sup>th</sup> Grade	ELA	51%	56%	<b>67%</b>	71%	N/A	-4	8 <sup>th</sup>
	Math	54%	62%	<b>78%</b>	74%	N/A	15	5 <sup>th</sup>
	Civics	71%	73%	<b>86%</b>	86%	N/A		6 <sup>th</sup>
8 <sup>th</sup> Grade	ELA	58%	65%	<b>90%</b>	N/A	N/A	9	5 <sup>th</sup>
	Math	63%	84%	<b>54%</b>	N/A	N/A		6 <sup>th</sup>
	Algebra I	45%	41%	<b>95%</b>	N/A	N/A		9 <sup>th</sup>
	Science	50%	55%	<b>65%</b>	N/A	N/A		7 <sup>th</sup>

Our FSA scores in ELA confirmed the efficacy of our Riggs/Access Literacy, Well Ordered Language, and Core Knowledge programs. All of our grade levels performed higher than district and state proficiency averages in ELA, with all grade levels having more than 65% of scholars scoring at or above grade level. When analyzing our student growth, we noticed that our fourth grade proficiency scores were lower than this group earned in third grade. We attribute this to the addition of open response items on the ELA assessment. We also noted that our fifth and seventh grade classes showed a slight drop in performance for the 2017-2018 school year. We are most proud of our eighth grade student performance, as 90% of these students are reading on or above grade level!

#### Math data:

Our FSA scores in Math improved greatly this year! In most instances, our math scores have exceeded our ELA scores! We feel this is a result of our extensive intervention and instruction in the previous year. Our students participate in differentiated math groups on a daily basis. Many of our students were performing below grade level and were placed in appropriate groups that matched their need for instruction. This year, we were able to set some baselines for student placement due to the remediation already provided.

- When analyzing the data for third grade, there were 6 students who scored a Level 1 Mathematics FSA. We also had a large percentage that scored a level 2 on the assessment. Because of intervention with fact fluency, we saw great gains in the strand of Operations, Algebraic Thinking, and Numbers in Base Ten. Moving forward, these students will need great support in the area of Numbers and Operation-Fractions, and Measurement, Data, and Geometry. In order to best reach these students, we will provide additional support in the fourth grade math block and focus on this area.
- When analyzing the data fourth grade, there were 10 students that scored a Level 1 or 2 on the Mathematics FSA. This is a decrease of students from the previous year! These students performed exceptionally well in all strands.
- When analyzing the data for fifth grade, there were 16 students that scored a Level 1 or 2 on the Mathematics FSA. These students were weakest in Measurement, Data, and Geometry.
- When analyzing the data for sixth grade, there were 10 students that scored a Level 1 or 2 on the Mathematics FSA. These students were weakest in Geometry, with 42% of students not meeting proficiency in this area. In order to best reach these students, we will focus on infusing our seventh grade mathematics program with foundational topics within Geometry.
- When analyzing the data for seventh grade, there were 12 students that scored a Level 1 or 2 on the Mathematics FSA. These students were weakest in Geometry. In order to best reach these students, we will focus on integration of grade level standards for this area.
- Our eighth graders took the Math FSA and the Algebra 1 EOC. Eighth graders taking the FSA struggled in three of the four strands; expressions and equations, geometry, and functions. They did well in statistics and probability. Those taking Algebra had a very high success rate with 95% passing the exam. They performed lowest in the strand for statistics and the number system.

**Science Data:**

Our Science data from FSA shows that our 5<sup>th</sup> grade students' proficiency in this subject increased by 3% this year when compared to last year's scores. Our eighth grade students took FSA Science for the first time; 65% were proficient. We were very pleased with this number as the state average was 50%. This year our students showed proficiency in all standards measured on the Statewide Science Assessment, with Nature of Science being the highest performing area. We attribute this increase to closely aligning our Core Knowledge curriculum with the standards on the State Science Assessment.

**Civics Data:**

Our seventh graders' performance on their Civics EOC validated our beliefs of quality instruction being paramount in our school. Our students do not participate in any "practice tests" to prepare for the EOC outside of minimal state requirements. In seventh grade we choose to teach our seventh grade history course as an early 20th century World History course, infusing civics instruction into the course at appropriate times. Our students scored with 86% proficiency—beating the district and state by 13% and 15%, respectively—showing that history taught with context is the most valuable form of instruction.

**Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.**

The 2018-2019 school year brings many changes on our campus. The greatest being the introduction of high school. Our freshmen students are taking courses that have never been offered, which requires expansion of our knowledge in new standards, curriculum, and student expectations. Our new teaching staff will continue to receive subject-specific training from Hillsdale College. The rest of our teaching staff, while fairly unchanged, will continue to develop an increased understanding of state standards while ensuring fidelity to our curriculum.

Our assessment data shows that we still have some work to do in math. Geometry is a focus for all of our students and number sense is a focus for our low performing math students (lowest quartile). Our ELA scores for state and district assessments show a need for improvement in writing instruction with increased professional development in the area of writing. We will continue our focus on standards integration to continue the upward movement of our science and civics scores. We will remain steadfast in our goal to ensure fidelity of the curriculum while integrating grade level standards

**Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)**

Our grade levels meet after district and state assessments are administered to review student data. Once FAIR is given, we meet to discuss student strengths and weakness in relation to phonics, vocabulary, grammar, and reading comprehension. We review current curricular expectations in comparison to grade level standards and expectations. After QLA and the Math District Assessments are administered, we discuss the assessment question by question using the Item Analysis reports from Performance Matters. Using Performance Matters allows us to view student needs by standards. These conversations allow us to narrow down the need for instruction in particular standards. Often times, our discussions reveal that our students need to see connections between language used in Singapore Math and that used in MAFS. These are simple connections that we can make for our students.

Students are progress monitored using teacher created assessments and curriculum based measures.

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

The faculty and staff will maintain fidelity to our curriculum while ensuring we adhere to the rigor and depth of the Florida State Standards to increase student learning gains.

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
Introduction of 9 <sup>th</sup> grade to our school	1. Extensive teacher training through Hillsdale College with support in curriculum and assessment/grading  2. Use of guidance counselor to assist with course and graduation requirements and mental health of students	Principal Assistant Principal Guidance Counselor	Yearlong	Lesson plans that include standards and curriculum based measures  Meeting agendas/notes with students and teachers, referrals for guidance counselor and mental health services
Teacher understanding of MAFS and need for supplement to core math curriculum to meet all grade level standards with appropriate depth	1. Continued training with focus on grade level standards and instructional models  2. Increased instructional support with lowest performing math students	Principal Assistant Principal	Yearlong	Lesson plans that include blend of standards and curriculum based strategies and measures  Progress monitoring of fact fluency probes

**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.

By May of 2019, progress of implementing School Improvement Plan professional practices strategies will be evident. This will be monitored during the school year through evidence of implementation during observations, increased understanding of strategies expressed during administrative conferences, and feedback indicating enhanced aptitudes during professional development opportunities. It will be measured by the following:

- Teachers will show an increased knowledge of standards and will be able to speak to the depth of rigor of their instruction as it relates to state standards. This will be measured by administrative evaluations of lesson plans and standards mapping.
- Teachers will show an increased proficiency in using data analysis tools to evaluate student progress, make recommendations, and influence student achievement.
- Administrators will observe increased proficiency in marrying MAFS and Singapore Math’s instructional methods and content.

## **Qualitative and Quantitative Student Achievement Outcomes:**

By May of 2019, progress of implementing School Improvement Plan (SIP) strategies to increase student achievement will be evident. This will be monitored throughout the school year by students demonstrating continuous academic improvement on various assessments including FAIR, QLA, FSA, and EOC exams.

It will be measured by the following:

- An average Running Record score of 11 will be achieved by students in kindergarten.
- A 70% grade level average will be achieved by students in grades 1-2 on the 4<sup>th</sup> quarter QLA assessment.
- A 65% Probability of Literacy Success will be achieved by students in grades 3-6 on the final FAIR assessment.
- A 75% average proficiency rate will be achieved by students in grades 3-6 grade on the 2019 Florida State Standards assessment in English language arts.
- A 78% average proficiency rate will be achieved by students in grades 3-6 grade on the 2019 Florida State Standards assessment in mathematics.
- A 70% proficiency rate will be achieved by 5<sup>th</sup> and 8<sup>th</sup> grade students on the 2019 Statewide Science Assessment.
- A 90% proficiency rate will be achieved by our 7<sup>th</sup> grade students on the 2019 Civics EOC
- A 75% proficiency rate will be achieved by our 8<sup>th</sup>/9<sup>th</sup> grade students on the 2019 Algebra EOC.
- A 75% proficiency rate will be achieved by our 9<sup>th</sup> grade students on the 2019 Biology EOC.
- A 75% proficiency rate will be achieved by our 9<sup>th</sup> grade students on the 2019 Geometry EOC.

## **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 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.**

**MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.**

1. Describe your school’s data based problem-solving process and school-based structures in place to address MTSS implementation.

In order to facilitate the MTSS process, teacher data team meetings are held on a bimonthly basis. These meetings help to determine the efficacy of Tier One/Core Instruction in all areas. During these meetings, teachers work to analyze grade level data and needs for improvement. Teachers review FAIR reports and data from Performance Matters, PMRN, and curricular/teacher made tests. Item analysis reports allow teachers the opportunity to determine strengths and weaknesses of instruction and need for further interventions. The intent of these meetings is to provide for open sharing of best practices. Teachers discuss lesson planning, curriculum and schedule time to observe other teachers during instruction.

At times, changes to Tier One/Core Instruction may not be enough to improve student performance. During our SMART (Supplemental Math and Reading Time) block students will participate in Tier Two intervention to support core instruction. Students will participate in additional Riggs and Singapore instruction that occurs at a pace that is best for the child. In addition, group size will be smaller to increase the intensity of the instruction. These groups are monitored every three to four weeks using curriculum based ongoing progress monitoring that is overseen by administration and grade levels. Groups are flexible and change based on student need.

When data shows that Tier One and Tier Two instruction is not sufficient to improve student performance, students are referred to IPST. Our Support Specialist, School Psychologist, Speech Teacher (when appropriate), ESE Teacher (when appropriate), Classroom Teacher, Parent and Administration work together to support the needs of individual students. This team meets weekly to discuss the individual needs of students that include, but are not limited to, academics, speech, behavior, and attendance concerns. The team collaborates to diagnose student need and develop a plan for Tier 3 interventions that increase in frequency and intensity. Weekly progress monitoring is reviewed by the team to determine the effectiveness of the intervention. When appropriate, the team makes decisions to change interventions, continue interventions, or move forward with consent for evaluation.

2. List below who monitors the Early Warning System and how often.  
Administration and the MTSS team monitors EWS data at both the interim and progress report.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 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 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	21	27	43	28	14	22	15	170
1 or more ISS or OSS	1	2	0	1	0	0	1	5
Level 1 in ELA or Math				10	4	10	8	32
Substantial Reading Deficiency	1	1	3					5
2 or more indicators	1	2	2	2	1	3	0	11

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	7	8	9	10	11	12	Total	
Attendance <90	26	21					47	
1 or more ISS or OSS	1	3					4	



Level 1 in ELA OR Math	9	4					13
Course Failure in ELA OR Math	4	3					7
Students exhibiting 2 or more indicators	7	6					13

4. 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/RTI implemented school-wide with fidelity
  - SMART (Supplemental Math and Reading Time) block (30 mins/day) implemented school-wide
  - PMPs implemented for students for academic/behavioral concerns
  - Attendance warning letters included with each report card
  - School-wide behavior plan that includes consistent language and communication with parents through a Character Card in grades K-5 and a Detention Log in grades 6-9

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.**

**Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained? What are areas of weaknesses and how will they be addressed?**

Strengths (as communicated in Parent Survey Data in 109 responses)

- Parents averaged a response of “Excellent” with regard to administrative, faculty, and staff responsiveness, knowledge of their student, and knowledge of the curriculum.
- Parents averaged a response of “Excellent” with regard to satisfaction with curriculum quality, increase in student knowledge, and quality of homework.
- Parents averaged a response of “Excellent” with regard to teacher communication and school communication.
- Ninety-nine percent of parents would recommend our school to others.

Areas of weakness (as communicated in Parent Survey Data in 109 responses)

- Parents expressed concern regarding the quantity of nightly homework.
- Parents expressed an increased desire for additional feedback on ThinkWave.
- Parents expressed concern regarding safety and security in our building.
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To address the weaknesses above, we have made some changes for the 2018-2019 school year. We will meet with our teaching staff, by grade level, to discuss nightly homework. Adjustments will be made accordingly, as grade level teams, throughout the year to ensure nightly homework is aligned with the standard set forth in our Family Handbook.

While the majority of survey respondents indicated an “Excellent” rating for PCCA’s parent communications, 19% of respondents desire additional feedback via ThinkWave, our online grading system. We will work with all teaching staff to reinforce the extensive communication methods in ThinkWave. We will also review the importance of timely feedback when posting grades for parents to access online.

As a closed building with a single point of entry, our campus is likely the most secure school in our area. However, given recent national events, parents naturally express a concern about school safety and security. In the past year, we have refined our fire drill and shelter in place procedures and will continue to conduct drills. This year brings the presence of a uniformed school resource officer (SRO) who is visible to all who visit our campus. In addition to patrolling the building, our SRO participates in car loop during arrival and dismissal, making them a prominent member of our school family. This year also brought the addition of a school guidance counselor who is a trained mental health professional. The addition of this position provides students an additional opportunity to share their concerns and worries.

## **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. (Example: 6<sup>th</sup> to 7<sup>th</sup> grade; 8<sup>th</sup> to 9<sup>th</sup> grade)

PCCA provides tours to families of accepted kindergarten students as well as informational nights for parents which detail the typical daily activities of kindergarten students as well as tips to help students be successful.

PCCA sponsors a free camp for all incoming students that includes 15 hours of instruction in the basics of our

Access Literacy program prior to the start of school, allowing new students to learn the tenets of the program more quickly and decreasing transition time.

Due to the nature of our building, we have less outgoing transition than most schools. However, with our middle and high school students, we are tracking student progress and credits earned for future need. All incoming ninth graders had individual meetings with our Guidance Counselor to discuss course and elective options.

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.**

With the start of high school, we made a proactive decision to bring a Guidance Counselor on staff. Over the summer, she met with every incoming 9<sup>th</sup> grader to discuss course and elective choices. During these meetings, students and families had the opportunity to discuss their high school plans and see sample course offerings for the remainder of high school. Course and graduation requirements were discussed and students indicated their post-high school plans at this time. The meetings provided a time for parents, students, and our school to begin dialogue about the future plans of our students.

We have had student and parent meetings to discuss Honors Courses and Bright Future Scholarships. Our Guidance Counselor provided booklets with information about both opportunities for students and is available to meet with students and families on a daily basis.

We intend to forge a relationship with EFSC as we research opportunities for possible dual enrollment opportunities for our students. In addition, we are researching and preparing options for Advanced Placement courses to be offered.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

At this time, we do not offer these courses. We only have ninth graders in our building.

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

At this time, we do not offer these courses. We only have ninth graders in our building.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report ( <http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.**

We are not included in this report.

