

School Board of Levy County

# Cedar Key High School



## 2018-19 Schoolwide Improvement Plan

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## Cedar Key High School

951 WHIDDON AVE, Cedar Key, FL 32625

<http://www.levyk12.org/schools>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

### School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Cedar Key School, in conjunction with the community, will provide an education for our students that will encourage them to become academically proficient, life-long learners, skilled communicators and problem-solvers, and productive citizens of their community.

#### Provide the school's vision statement.

Cedar Key School's vision is for all students to graduate career and college ready, possessing the skills for future success.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lawrence, Kathy	Principal
Bishop, Kim	Teacher, K-12
Campbell, Linda	Instructional Coach
Hudson-Lane, Jennie	School Counselor
Tomlin, Carrie	Teacher, K-12
Adams, Lauren	Teacher, K-12
Kelly, Azure	Dean
Smith, Brooke	Teacher, K-12

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Our leadership team meets monthly to determine the direction of the school: to plan for upcoming events, to drive initiatives, to make decisions, and to coordinate efforts. The team works collaboratively with each other on these tasks, with the teachers bringing grade-level perspectives and expertise to the team.

### Early Warning Systems

#### Year 2017-18

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	0	5	2	4	2	3	3	1	7	5	10	44
One or more suspensions	0	0	0	1	1	0	4	3	1	1	3	1	2	17
Course failure in ELA or Math	0	2	0	3	0	0	0	0	0	1	2	1	0	9
Level 1 on statewide assessment	0	0	0	5	5	6	12	5	7	8	2	0	0	50

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	2	0	2	2	1	1	0	2	1	2	14

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	2	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	1	1	0	0	0	0	0	0	2

**Date this data was collected**

Tuesday 8/28/2018

#### Year 2016-17 - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	5	3	1	2	1	0	3	2	5	3	4	1	33
One or more suspensions	0	0	0	0	1	1	1	1	2	2	0	0	2	10
Course failure in ELA or Math	0	3	1	4	2	0	8	5	2	6	5	2	1	39
Level 1 on statewide assessment	0	0	0	1	3	9	4	5	6	3	4	4	3	42
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	2	3	7	12	9	16	12	12	11	16	11	113

#### Year 2016-17 - Updated

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	3	5	3	1	2	1	0	3	2	5	3	4	1	33	
One or more suspensions	0	0	0	0	1	1	1	1	2	2	0	0	2	10	
Course failure in ELA or Math	0	3	1	4	2	0	8	5	2	6	5	2	1	39	
Level 1 on statewide assessment	0	0	0	1	3	9	4	5	6	3	4	4	3	42	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	1	2	3	7	12	9	16	12	12	11	16	11	113	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Students with disabilities are performing low. They are trending upward, however, and they are making gains. Grades 4 and 6 scored below the state and district average in reading and math. Grade 5 scored below the state and district average in math. The lowest quartile in math scored low, but they increased the percentage of learning gains by two points.

#### Which data component showed the greatest decline from prior year?

There were no declines in any of our data components.

#### Which data component had the biggest gap when compared to the state average?

Our social studies data is higher than the state average. Grades 4-6 ELA and math are lower than the state average.

#### Which data component showed the most improvement? Is this a trend?

Science achievement increased by 6 points; this is not an overall trend. ELA Lowest Quartile Learning Gains increased by 9 points; this is not an overall trend.

#### Describe the actions or changes that led to the improvement in this area.

The increase in science achievement is attributed to a higher-performing cohort of 5th graders. The increase in the ELA lowest quartile learning gains could be attributed to additional interventions for our non-fluent readers.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	44%	60%	50%	44%	55%
ELA Learning Gains	61%	52%	57%	51%	51%	54%
ELA Lowest 25th Percentile	61%	48%	52%	50%	49%	49%
Math Achievement	56%	49%	61%	60%	47%	56%
Math Learning Gains	56%	53%	58%	59%	51%	54%
Math Lowest 25th Percentile	48%	40%	52%	52%	42%	48%
Science Achievement	62%	51%	57%	63%	51%	52%
Social Studies Achievement	93%	76%	77%	64%	72%	72%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1 (3)	1 (5)	0 (3)	5 (1)	2 (2)	4 (1)	2 (0)	3 (3)	3 (2)	1 (5)	7 (3)	5 (4)	10 (1)	44 (33)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	1 (1)	0 (1)	4 (1)	3 (1)	1 (2)	1 (2)	3 (0)	1 (0)	2 (2)	17 (10)
Course failure in ELA or Math	0 (0)	2 (3)	0 (1)	3 (4)	0 (2)	0 (0)	0 (8)	0 (5)	0 (2)	1 (6)	2 (5)	1 (2)	0 (1)	9 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (1)	5 (3)	6 (9)	12 (4)	5 (5)	7 (6)	8 (3)	2 (4)	0 (4)	0 (3)	50 (42)

### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	48%	2%	57%	-7%
	2017	36%	53%	-17%	58%	-22%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	25%	41%	-16%	56%	-31%
	2017	44%	47%	-3%	56%	-12%
Same Grade Comparison		-19%				
Cohort Comparison		-11%				
05	2018	44%	44%	0%	55%	-11%
	2017	19%	42%	-23%	53%	-34%
Same Grade Comparison		25%				
Cohort Comparison		0%				
06	2018	24%	35%	-11%	52%	-28%
	2017	56%	38%	18%	52%	4%
Same Grade Comparison		-32%				
Cohort Comparison		5%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	57%	41%	16%	51%	6%
	2017	46%	37%	9%	52%	-6%
Same Grade Comparison		11%				
Cohort Comparison		1%				
08	2018	59%	48%	11%	58%	1%
	2017	46%	40%	6%	55%	-9%
Same Grade Comparison		13%				
Cohort Comparison		13%				
09	2018	60%	40%	20%	53%	7%
	2017	61%	35%	26%	52%	9%
Same Grade Comparison		-1%				
Cohort Comparison		14%				
10	2018	68%	38%	30%	53%	15%
	2017	57%	38%	19%	50%	7%
Same Grade Comparison		11%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	55%	6%	62%	-1%
	2017	33%	65%	-32%	62%	-29%
Same Grade Comparison		28%				
Cohort Comparison						
04	2018	53%	59%	-6%	62%	-9%
	2017	56%	58%	-2%	64%	-8%
Same Grade Comparison		-3%				
Cohort Comparison		20%				
05	2018	52%	53%	-1%	61%	-9%
	2017	11%	44%	-33%	57%	-46%
Same Grade Comparison		41%				
Cohort Comparison		-4%				
06	2018	23%	41%	-18%	52%	-29%
	2017	61%	39%	22%	51%	10%
Same Grade Comparison		-38%				
Cohort Comparison		12%				
07	2018	79%	56%	23%	54%	25%
	2017	75%	49%	26%	53%	22%
Same Grade Comparison		4%				
Cohort Comparison		18%				
08	2018	67%	38%	29%	45%	22%
	2017	0%	35%	-35%	46%	-46%
Same Grade Comparison		67%				
Cohort Comparison		-8%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	64%	48%	16%	55%	9%
	2017					
Cohort Comparison						
08	2018	52%	44%	8%	50%	2%
	2017					
Cohort Comparison		52%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	58%	16%	65%	9%
2017	76%	58%	18%	63%	13%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	73%	20%	71%	22%
2017	93%	68%	25%	69%	24%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	66%	27%	68%	25%
2017	93%	73%	20%	67%	26%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	44%	13%	62%	-5%
2017	77%	54%	23%	60%	17%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	48%	15%	56%	7%
2017	60%	65%	-5%	53%	7%
Compare		3%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	50	50	25	47		30				
HSP	73			55	60						
WHT	50	59	57	58	59	48	62	91	63		
FRL	41	56	59	49	50	50	53	92	50		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	36		16	31						
WHT	45	55	53	53	52	47	58	92		89	41
FRL	40	51	52	44	52	46	52	94		88	50

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
<b>Title</b>	English Language Arts
<b>Rationale</b>	Cedar Key School scored below the state average in ELA achievement in 2018.
<b>Intended Outcome</b>	Cedar Key School will increase its ELA achievement scores from 49% to 54%.
<b>Point Person</b>	Linda Campbell (campbel@levy.k12.fl.us)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers in grades K-2 will explicitly teach phonics to fidelity.</li> <li>2. Teachers in grades K-2 will design interventions to match students' gaps in foundational skills.</li> <li>3. Teachers in grades 4, 5, and 7 will use Achieve 3000, Study Island, and Newsela to augment the core curriculum as they teach and test ELA standards.</li> <li>4. Teachers will teach reading comprehension using graphic organizers, CRISS strategies, FRI strategies, UDL principles, and Flocabulary.</li> <li>5. Teachers will use technology to bridge students' learning deficits.</li> <li>6. Teachers will use mini-assessments to monitor student mastery of ELA standards.</li> </ol>
<b>Person Responsible</b>	Kathy Lawrence (kathryn.lawrence@levyk12.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>The school Literacy Team will work to ensure that all teachers are able to use the strategies, technology, and supplemental programs listed in our plan.</p> <p>The reading coach will monitor the effectiveness of the K-2 interventions.</p> <p>The school Lead Team will monitor student mastery as indicated on mini-assessments.</p> <p>The principal will monitor the fidelity of phonics instruction through classroom walkthroughs.</p>
<b>Person Responsible</b>	Kathy Lawrence (kathryn.lawrence@levyk12.org)

Activity #2	
<b>Title</b>	Mathematics
<b>Rationale</b>	Cedar Key School scored below the state average in mathematics achievement in 2018.
<b>Intended Outcome</b>	Cedar Key School will increase its math achievement scores from 56% to 60% by creating a positive attitude toward math.
<b>Point Person</b>	Kim Bishop (bishopk@levy.k12.fl.us)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will participate in Growth Mindset professional development. Just as we realize that all teachers are reading teachers, we want all teachers to realize that they are math teachers.</li> <li>2. Math teachers will explicitly teach math vocabulary through Flocabulary, word walls, and the use of precise vocabulary during instruction.</li> <li>3. Math teachers will use the instructional strategies of interactive notebooks and anchor charts and visuals.</li> <li>4. We will increase the availability of math interventions at the elementary grades.</li> <li>5. We will reduce the teacher/student ratio in intensive math classes at the middle school and high school level.</li> </ol>
<b>Person Responsible</b>	Kathy Lawrence (kathryn.lawrence@levyk12.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The Lead Team will find ways to reduce the teacher/student ratio in secondary math intervention classes and will find ways to increase the offerings of math interventions in the elementary grades.</li> <li>2. The principal will monitor the use of instructional strategies and the teaching of vocabulary through classroom walkthroughs.</li> <li>3. The Lead Team will monitor interim data in mathematics for increases in proficiency as indicated by mini-assessments.</li> </ol>
<b>Person Responsible</b>	Kathy Lawrence (kathryn.lawrence@levyk12.org)

Activity #3	
<b>Title</b>	Attendance
<b>Rationale</b>	In 2018, 25% of Cedar Key School students were deemed "chronically absent."
<b>Intended Outcome</b>	100% of Cedar Key School students will attend school for 90% or more of the instructional time.
<b>Point Person</b>	Kathy Lawrence (kathryn.lawrence@levyk12.org)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Create a School Attendance Team: Principal, Dean, Guidance Counselor and a lead teacher from each level, elementary, middle, and high school. The team will meet monthly to track attendance data.</li><li>2. Classroom teachers, not just the administration, will be responsible for contacting parents when students are absent from school. During faculty meetings, time will be set aside to make phone calls.</li><li>3. Students will be rewarded at regular intervals for good attendance and for perfect attendance.</li></ol>
<b>Person Responsible</b>	Azure Kelly (azure.kelly@levyk12.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Teachers will log parent phone calls. The School Attendance Team will monitor the teacher logs.</li><li>2. At monthly meetings, the School Attendance Team will monitor the attendance data to ensure that no student is missing more than 10% of instructional time.</li></ol>
<b>Person Responsible</b>	Azure Kelly (azure.kelly@levyk12.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Cedar Key School maintains a positive and open-door policy toward parents, families, and other community stakeholders. Administration, faculty, and staff are responsive to family needs by responding quickly to known requests. We reach out to parents through our Facebook page, our live-streaming of school events, our phone home system, our open houses and conference nights, our Shark Show-off events, DADS Take Your Child to School day, our annual Literacy Conference, and our classroom newsletters. We partner with the community on school facility upgrades, beautification projects, Coastal Cleanup events, the Seafood and Arts Festivals, the city summer youth program, the city annual Christmas program, and other service projects. The community supports our students with scholarships, clothes, school supplies, and cash donations for worthwhile projects.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Through frequent, organized meetings (Lead/Literacy - once/month and Faculty or Clusters - weekly), students and their needs are discussed on a regular basis. In addition, most of our students have someone (a teacher, administrator, guidance counselor, ESP, etc.) they feel comfortable talking to when problems arise. When a student is identified as needing additional social-emotional support, guidance and administration are both informed so that a plan of action can be put into motion. This year a formalized mentoring program has been instituted to help support struggling students. Our guidance counselor has small groups and individual counseling sessions with students in need. The district also employs a behavior specialist and a mental health counselor who often help when we are struggling with how to help a child. When we find that our services are not adequate, we have multiple other community resources available to help such as Department of Children and Families, Guardian ad Litem, Levy County Prevention Coalition, and other community organizations who will provide services.

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

There are no daycares in the community. Flyers advertising Pre K and Kindergarten enrollment are posted at school, in the community, and in the local newspapers. Spring visits with the Kindergarten teacher and visits to the classroom are scheduled annually. Parents are provided an orientation to Kindergarten and an orientation to sixth grade prior to the school year. Because Cedar Key is a PK-12 school, our most important transitions are when a student enters pre-kindergarten or kindergarten and when the student transitions to middle school in the sixth grade; these are the times that we intentionally plan an event to support the students. At the high school level, our students visit colleges through the AVID program, and the local colleges come to our school to meet with seniors to facilitate the enrollment process.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The entire faculty and staff review data and help set goals in reading, writing, math and science in the School Improvement Plan. The MTSS Leadership team meets regularly to problem-solve why individual students are not meeting expected goals.

A Title I, Part A budget is established yearly through a data-based Comprehensive Needs Assessment. Services are provided for students needing additional interventions through pull out and push in programs provided by Title-funded aides and a Reading Coach. Title funds are used to purchase technology equipment to support classroom instruction and supplemental curriculum to support intervention. Funds are also used to provide professional development for staff and after-school tutoring programs and parental involvement activities.

Title I Part C provides migrant services, which are administered by a Migrant Tutor provided by Alachua County.

Title II Part A is providing training for teachers and principals for professional development.

Title III services are provided by the District ESOL Coordinator and ESOL teachers to support English Language Learners in the classroom setting. Cedar Key School has two ESOL students who are

supported by computer-based programs in addition to the classroom instruction provided by an ESOL-endorsed teacher.

Title IV: Services are provided through the district that support a well-rounded education, safe and healthy school conditions and the effective use of technology. Under Well-Rounded Education (ESEA section 4107) the district has provided STEAM materials/ equipment (emphasis on Math, Science and Art) to all Art classes and 5th grade Math and Science classes. The district has purchased Impero Education Software in order to provide and increase the capacity to monitor online safety for all of our students. Also with these funds, Levy County has partnered with the Levy County Prevention Coalition to provide students with a mentoring program that focuses on youth conflict resolution skills, life skills and support with career/life goals. Under Effective Use of Technology (ESEA section 4109) the district is providing Google Classroom professional development to assist interested classroom teachers.

Title IX provides support for a School Homeless Liaison to work with the District Liaison regarding homeless students. Our homeless students receive support for housing, curriculum, and tutoring through Title X.

Elementary students are provided nutritional instruction by the physical education teacher and classroom teachers with the support of IFAS through the University of Florida.

Carl D. Perkins Secondary and Rural and Sparsely Populated grants provide additional support for Career and Technical Education. Federal and state CAPE funds support industry certifications for the Agricultural and Business programs. The Perkins Grant provides equipment and supplies to our teachers. The Business Cooperative Education Program allows students to earn credits while being employed at a local business.

Anti-Bullying programs are provided by the district ESE/Safe Schools departments.

IDEA funds support school personnel to provide services to students with disabilities, curriculum , supplies. And Professional Development. Additional support provided to the school are but not limited to CARD, VR, Regional Local Assistive Technology Specialist, MTSS/RtI State Project, Project Connect (for secondary schools), SEDNET and PS/RtI Technology & Learning Connections.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

The school's guidance counselor meets with grade level groups of students to review graduation, scholarship, and college entrance requirements. She then meets with students individually to give additional advice on course selections based on the needs/desires of the individual student. The school also ensures that our students have the opportunity to participate in a career fair. AVID has been implemented at CKS to expose more students to the rigorous curriculum they will encounter in college as well as to encourage a college going culture among all of our students, families, employees, and stakeholders. Various departments bring in guest speakers or take field trips throughout the year to further immerse students in college and career readiness.

Students enrolled in the CTE Program learn rigorous skills in an academic setting that prepare them for Industry Certifications, articulated college credit, and life beyond high school. Students have the opportunity to earn Microsoft Office Specialist Certification in the Administrative Office Specialist Program and Agriculture Production Technician Certification in the Agritechnology Program. Both certifications count for articulated college credit and provide weighted funding to the district. The Career Pathways Coordinator from the College of Central Florida visits with the CTE students twice a year, assisting students with the transition from high school to post-secondary. Students visit college campuses, have guest speakers, and have a Career and Technical Student Organization (CTSO) that

extends the learning that takes place in the classroom to the district and state level.

This school year there will also be a new certification for Agriculture Foundations through Florida Farm Bureau called Agriculture Association Certification. Our school has also partnered with the Cedar Key Aquaculture Association to offer support for an aquaculture elective course on campus.

### Part V: Budget

Total:	\$0.00
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