

Hillsborough County Public Schools

Bloomington High School



2018-19 Schoolwide Improvement Plan

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Bloomingdale High School

1700 BLOOMINGDALE AVE, Valrico, FL 33596

[no web address on file]

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)
High School 9-12	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

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.

Bloomingdale High School will maintain standards of excellence for all students in the pursuit of academic, social, and civic responsibilities.

Provide the school's vision statement.

Students, staff, parents and community members will work together to ensure a safe learning environment and provide a wide-range of knowledge and experiences to help students formulate their lifelong goals and the ability to succeed in the global community.

School Leadership Team

Membership

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

Name	Title
Burkett, Susan	Principal
Snyder, Thomas	Assistant Principal
Womack, Myaicia	Assistant Principal
Mason, LeeAnne	Teacher, K-12

Duties

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

Leadership team meetings can include the following:

- Principal
- Assistant Principal / ELP Coordinator
- Guidance Counselor
- SAC Chairs
- School Psychologist/ Behavior team Representative
- School Social Worker/ Attendance Committee Representative
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teachers
- PLC Liaisons for each grade level and/or content area
- District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:

1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade

level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

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	0	0	0	0	0	0	0	0	0	71	78	85	114	348
One or more suspensions	0	0	0	0	0	0	0	0	0	69	80	73	55	277
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	75	62	92	70	299
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	125	107	91	56	379

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	0	0	0	0	0	0	0	0	0	83	78	86	72	319

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	0	0	0	0	0	0	0	0	0	0	0	19	0	19
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	68	57	73	41	239

Date this data was collected

Monday 9/24/2018

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	0	0	0	0	0	0	0	0	0	68	108	98	61	335
One or more suspensions	0	0	0	0	0	0	0	0	0	94	116	99	59	368
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	107	79	62	268
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	123	245	207	85	660

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	0	0	0	0	0	0	0	0	0	74	153	128	70	425

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	0	0	0	0	0	0	0	0	0	68	108	98	61	335
One or more suspensions	0	0	0	0	0	0	0	0	0	94	116	99	59	368
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	107	79	62	268
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	123	245	207	85	660

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	0	0	0	0	0	0	0	0	74	153	128	70	425

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?

Math lowest 25th percentile had the lowest component performance at 39%, this increased from 33% in 2017, but is still 6% below the district and state average.
 Lowest 25th percentile in ELA increased from 43% to 48%, showing that a gain of 5-6% of lower quartile school wide.

Which data component showed the greatest decline from prior year?

Social Studies Achievement showed the greatest decline going from 82% to 75%.

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

Math Achievement and Math Learning Gains have the largest gap compared to the state average, both are 8% higher than the state average.

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

Math Achievement showed the most gains from 2018 to 2018.

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

The math department offered multiple tutoring sessions before, during and after school throughout the year. The weeks leading up to FSA provided students with boot camp sessions.

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	60%	54%	56%	50%	50%	52%
ELA Learning Gains	57%	53%	53%	44%	46%	46%
ELA Lowest 25th Percentile	48%	43%	44%	31%	35%	38%
Math Achievement	61%	48%	51%	51%	45%	43%
Math Learning Gains	56%	49%	48%	44%	40%	39%
Math Lowest 25th Percentile	39%	45%	45%	28%	32%	38%
Science Achievement	66%	65%	67%	63%	61%	65%
Social Studies Achievement	75%	73%	71%	83%	75%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	71 (68)	78 (108)	85 (98)	114 (61)	348 (335)
One or more suspensions	69 (94)	80 (116)	73 (99)	55 (59)	277 (368)
Course failure in ELA or Math	75 (20)	62 (107)	92 (79)	70 (62)	299 (268)
Level 1 on statewide assessment	125 (123)	107 (245)	91 (207)	56 (85)	379 (660)

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
09	2018	59%	53%	6%	53%	6%
	2017	58%	50%	8%	52%	6%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	59%	52%	7%	53%	6%
	2017	54%	47%	7%	50%	4%
Same Grade Comparison		5%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	62%	2%	65%	-1%
2017	66%	58%	8%	63%	3%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	70%	4%	68%	6%
2017	81%	72%	9%	67%	14%
Compare		-7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	63%	-18%	62%	-17%
2017	39%	63%	-24%	60%	-21%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	56%	6%	56%	6%
2017	64%	56%	8%	53%	11%
Compare		-2%			

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	19	39	33	36	40	23	31	55		89	34
ELL	13	52	52	32	47	35	22	54		81	48
ASN	76	69		86	64		92	100		100	85
BLK	38	45	41	39	40	20	47	47		92	30
HSP	49	52	50	55	55	38	55	71		95	50
MUL	67	55	33	56	50		57	81		88	64
WHT	70	62	52	69	59	45	76	84		96	65
FRL	43	53	51	47	48	28	49	66		92	42

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	19	40	33	32	45	32	26	69		78	24
ELL	22	43	45	27	46	37	28	45		84	48
ASN	70	76		69	65		73	83		83	80
BLK	31	44	42	35	37	24	48	65		74	31
HSP	51	53	38	46	47	32	58	74		92	46
MUL	62	54		58	41		75	91		87	46
WHT	65	62	45	60	54	38	76	88		97	56
FRL	40	49	39	41	43	30	50	73		86	40

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

Title	Increase student performance in areas related to school grade.
Rationale	Based on the 17-18 school FSA/EOC scores, we believe we must continue our standards based lesson planning and backward design to better prepare students for their benchmark tests. We also believe that our school SCIP and TELL data indicates we must address the culture of the building to make all relationships productive and positive to achieve student success. The triangulation of communication for students, teachers and parents must occur clearly and frequently to support the student graduation. We strongly propose that if teachers, students and parents work collaboratively, academic success will increase across the board.
Intended Outcome	We expect to see an increase in student performance as evidenced in scores achieved on local, district, professional, and state assessments. In addition to an increase in student performance scores, we expect to see an increase in student engagement, standard based learning and respectful interactions between students and staff.
Point Person	Susan Burkett (susan.burkett@hcps.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Ensure and protect PLC time for teachers to learn as professionals to impact student learning. 2. Develop a meaningful plan with the PLC facilitators that provides feedback and voice to teachers and administrators and that promotes meaningful collaboration school wide. 3. Receive and provide PLC training to ensure the fedelity of the meeting process, content and time. 4. Work with Area V PD specialists to better understand trainings, offerings, research sites of professional development to support our learning appropriately.
Person Responsible	Susan Burkett (susan.burkett@hcps.net)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. PLC documents; success of students academically and behaviorally; feedback 2. TELL survey; teacher feedback for informal surveys. 3. Student data; teacher feedback; development of site based learning 4. Success of PLCs
Person Responsible	Susan Burkett (susan.burkett@hcps.net)

Activity #2	
Title	Strengthen the positive perception and culture of the school by cultivating relationships within the school environment.
Rationale	TELL data from 2017-2018.
Intended Outcome	Improve student, parent, and staff responses on the TELL survey.
Point Person	Susan Burkett (susan.burkett@hcps.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Form and focus the ILT on student and teacher perceptions. 2. Revisit restorative practices with administrative staff and teacher leaders for reduction of student incidents. 3. Realign the Peer Jury and begin implementing the process as soon as possible. 4. Continue professional development on ILT to discover additional/new training for all stakeholders.
Person Responsible	Susan Burkett (susan.burkett@hcps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Informal surveys of faculty, students and parents. 2. Develop and plan for additional training of staff. 3. Reduced discipline, feedback from parents, teachers and students (TELL survey). 4. Success of ILT, TELL results
Person Responsible	Susan Burkett (susan.burkett@hcps.net)

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.

We utilize multiple forms of communication to keep in contact with parents. The PTSA, Bloomingdale Academic Foundation, and Athletic Association are specific organizations associated with the school that help reach out to families. Bloomingdale has its own app, and a weekly newsletter that provides up-to-date information to parents and the community (migrated to the Sway platform this year). The newsletter is both emailed and available via text message. Information is also posted regularly on Edsby. Many teachers are now using Remind. Twitter and Facebook postings are broadcast, with some teachers, coaches, departments, and school groups using specific hashtags on Twitter, and livestreaming on Facebook. The school marquee is utilized to share information.

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.

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS “Building Strong School Culture” framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school’s culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers..

Behavior Management Plan

Included in the HCPS “Building Strong School Culture” framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board. The district’s program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:
Part A

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

Total:	\$0.00
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