Greco Middle Magnet School

leadership
analysis
Florida
college and career
students
mission
family and community involvement
school improvement
ambitious
striving
teaching
achievement
relationships
success
learning
areas of focus
instruction
growth
needs assessment
strategic planning
collaboration
vision
supportive environment
resources

2018-19 Schoolwide Improvement Plan

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Greco Middle Magnet School

6925 E FOWLER AVE, Temple Terrace, FL 33617

[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)
Middle School 6-8	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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.

To provide a rigorous and relevant education and the supports which enable each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Preparing students for lifelong success

School Leadership Team

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

Name	Title
Newton, Valerie	Principal
Blake, Bridgette	Assistant Principal
Pilcher, Shannon	Instructional Coach
Jones, Jasmine	Instructional Coach
Fulkroad, Larry	Assistant Principal
Lewis, Mikel	Other
Davey, Scott	Other
Lewis, Dornnette	Other

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	47	53	67	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	14	77	100	0	0	0	0	191
Course failure in ELA or Math	0	0	0	0	0	0	57	50	20	0	0	0	0	127
Level 1 on statewide assessment	0	0	0	0	0	0	139	121	152	0	0	0	0	412

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	38	92	121	0	0	0	0	251

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	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 8/13/2018

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	38	39	51	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	26	57	74	0	0	0	0	157
Course failure in ELA or Math	0	0	0	0	0	0	0	27	9	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	0	0	0	157	93	145	0	0	0	0	395

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	42	60	74	0	0	0	0	176

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	38	39	51	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	26	57	74	0	0	0	0	157
Course failure in ELA or Math	0	0	0	0	0	0	0	27	9	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	0	0	0	157	93	145	0	0	0	0	395

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	42	60	74	0	0	0	0	176

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 and Civics. Trend over time (down).

Which data component showed the greatest decline from prior year?

Civics

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

Math proficiency gap of 31%

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

ELA achievement, gains, bottom 25% (across the board).
Not a trend (recovery).

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

Addition of a Writing Coach working collaboratively with the Reading Coach. with a focus on standards.

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	31%	52%	53%	34%	49%	52%
ELA Learning Gains	45%	53%	54%	42%	53%	53%
ELA Lowest 25th Percentile	49%	48%	47%	33%	46%	45%
Math Achievement	27%	56%	58%	33%	54%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	36%	59%	57%	47%	57%	55%
Math Lowest 25th Percentile	33%	52%	51%	37%	49%	47%
Science Achievement	28%	47%	52%	29%	46%	50%
Social Studies Achievement	39%	66%	72%	53%	66%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	47 (38)	53 (39)	67 (51)	167 (128)
One or more suspensions	14 (26)	77 (57)	100 (74)	191 (157)
Course failure in ELA or Math	57 (0)	50 (27)	20 (9)	127 (36)
Level 1 on statewide assessment	139 (157)	121 (93)	152 (145)	412 (395)

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
06	2018	29%	52%	-23%	52%	-23%
	2017	20%	49%	-29%	52%	-32%
Same Grade Comparison		9%				
Cohort Comparison						
07	2018	25%	52%	-27%	51%	-26%
	2017	26%	54%	-28%	52%	-26%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
08	2018	29%	54%	-25%	58%	-29%
	2017	26%	53%	-27%	55%	-29%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	19%	48%	-29%	52%	-33%
	2017	20%	47%	-27%	51%	-31%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	27%	61%	-34%	54%	-27%
	2017	34%	61%	-27%	53%	-19%
Same Grade Comparison		-7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		7%				
08	2018	6%	29%	-23%	45%	-39%
	2017	16%	28%	-12%	46%	-30%
Same Grade Comparison		-10%				
Cohort Comparison		-28%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	24%	48%	-24%	50%	-26%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	34%	65%	-31%	71%	-37%
2017	49%	67%	-18%	69%	-20%
Compare	-15%				
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	61%	63%	-2%	62%	-1%
2017	74%	63%	11%	60%	14%
Compare	-13%				
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	0%	56%	-56%	56%	-56%
2017	0%	56%	-56%	53%	-53%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			

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	13	30	35	11	20	20	16	16			
ELL	11	42	49	11	41	38	25	8			
BLK	27	43	47	21	30	32	19	38	50		
HSP	28	43	50	32	43	33	38	30	63		
MUL	39	43		36	36						
WHT	49	49	45	44	48	37	50	48	79		
FRL	29	44	48	26	35	33	26	37	57		
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	3	19	22	4	30	27	3	17			
ELL	8	38	37	18	42	41		40			
ASN		30									
BLK	21	30	25	25	41	33	16	44	69		
HSP	36	44	31	33	38	43	35	60	61		
MUL	29	48		46	40		40	30			
WHT	32	45	42	42	58	54	35	70			
FRL	23	34	28	27	40	38	21	47	68		

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	Standards based planning, instruction, and assessment
Rationale	Align instruction with course performance and with assessment performance through standards based instruction. Teachers will have a deeper understanding of content by unpacking standards, creating learning targets, and using those resources to plan tasks and assessments accordingly in grade-level PLCs.
Intended Outcome	Increase 6th grade proficiency in ELA to 41%, and 8th grade proficiency in Math to 41%.
Point Person	Valerie Newton (valerie.newton@hcps.net)
Action Step	
Description	Create learning targets from standards, create and use common assessments for ELA and Math, Teacher PLCs supported by content coaches. Meet with Leadership team to plan appropriate interventions and strategies that will promote and increase students achievement.
Person Responsible	Valerie Newton (valerie.newton@hcps.net)
Plan to Monitor Effectiveness	
Description	Common assessment data, district formative data, IRLA assessments Administrative walk-throughs
Person Responsible	Valerie Newton (valerie.newton@hcps.net)

Activity #2	
Title	Lesson Execution
Rationale	Increase student engagement by using school-wide lesson planning essentials to provide rigorous learning experiences for all students. Teachers will use unpacked standards and learning targets to create aligned task in collaboration with their grade level peers. Administrators, subject area leaders, and/or academic coaches will conduct walkthroughs to ensure standards-aligned instruction and tasks are implemented consistently with fidelity.
Intended Outcome	Increase student engagement.
Point Person	Bridgette Blake (bridgette.blake@sdhc.k12.fl.us)
Action Step	
Description	1. Subject area PLCs, for planning, conducted by content coaches 2. Classroom walkthroughs 3. PD for teachers based on walkthrough data 4. Plan and implement Saturday Academy and tutorial sessions to provide tiered interventions for students 5. Provide classroom libraries that provide a variety of high interest readers to enhance learning
Person Responsible	Valerie Newton (valerie.newton@hcps.net)
Plan to Monitor Effectiveness	
Description	Walkthrough data, student performance data
Person Responsible	Valerie Newton (valerie.newton@hcps.net)

Activity #3	
Title	Culture: Classroom Management and Professional Development
Rationale	School-wide implementation of the PBIS/CHAMPS. Teachers and Staff will attend professional development opportunities regularly and as necessary to improve best practices in both areas of classroom management and instructional practice.
Intended Outcome	Decrease discipline referrals and improve student behavior. 75% of students with 0 suspensions.
Point Person	Larry Fulkroad (larry.fulkroad@sdhc.k12.fl.us)
Action Step	
Description	weekly lunch and learns quarterly PD CHAMPS and PBIS
Person Responsible	Shannon Pilcher (shannon.pilcher@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Track teacher participation in on site PD. SAL's record teacher use of CHAMPS during walkthroughs with "Walkthrough 10" Form Teacher input student "Cub Bucks" (PBIS) into Hero-k12
Person Responsible	Shannon Pilcher (shannon.pilcher@sdhc.k12.fl.us)

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 work to communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents, and the community work collaboratively to improve skills and habits for personal and academic success. Our goal is to build positive relationships with families. We encourage parents to participate in all of our events by sending home newsletters and flyers, making parent link calls, and posting everything on our website and social media.

We have begun conversations with the Corporation to Develop Communities of Tampa, Inc. (CDC) around the services they provide, and how they might partner with us to provide those services for our families. CDC services create pathways for individuals and families to achieve financial stability, self-sufficiency, and ultimately, economic prosperity. Our families have expressed several needs that could be supported by CDC, including workforce development (help with resumes, mock job interviews, clothing for interviews, etc.), homeownership, and industry certifications.

We work with the Temple Terrace Woman's Club on our bi-annual "Tea" to support student leadership

development. The Temple Terrace Garden Society works with us to maintain a community garden on our site, and we work together to maintain it. We would like to develop additional partnerships to sponsor extended guidance opportunities and art therapy sessions for targeted students. Our vision is that parents and teachers will climb together with trust, compassion, and education.

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.

Students are engaged in SEL programs within the HCPS "Building Strong School Culture" framework, including: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan.

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.

HCPS was the recipient of the federal Project Prevent grant, its targeted schools benefiting from supplemental resources and professional development to address violent, aggressive, and disruptive student behavior; increase the number of students receiving school-based and community mental health services; to increase in school engagement; and to increase in knowledge and skills of educator participants in utilizing Universal and Tiers 2 and 3 interventions through an MTSS framework. Greco will continue to utilize those resources and the training they have received to implement Project Prevent activities at their site, including utilization of the evidence-based Second Step curriculum with students in need of more intensive assistance. Our school psychologist and social worker received training in the use of art therapy through Project Prevent, along with access to a curriculum used to implement the program. The lessons focus on the use of best practices, such as the foundational principals of art therapy, and provide students with anger management, social, and other behavior management skills.

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 an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans.

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 and systematic allocation and use of resources, the school's 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)

Analyze student outcomes and make data-driven decisions:
What is the problem?
Why is it occurring?
What are we going to do about it?
Is it working?

Assess the implementation of the SIP:
Does the data show positive student growth?
Are we making progress toward the SIPs intended outcomes?
What can we do to sustain what's working?
What barriers to implementation are we facing?
What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate 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 assessment 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 liaisons, others as needed

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:	$316,777.50