Miles Elementary School

2018-19 Schoolwide Improvement Plan

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Miles Elementary School

317 E 124TH AVE, Tampa, FL 33612

[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)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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 the skills for each student to become a successful learner.

Provide the school's vision statement.

Success for Every Child.

School Leadership Team

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

Name	Title
Cannella, Gregory	Principal

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	1	37	37	37	22	25	0	0	0	0	0	0	0	159
One or more suspensions	0	5	12	14	10	9	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	29	68	53	0	0	0	0	0	0	0	150

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	2	5	14	18	23	0	0	0	0	0	0	0	62

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	6	38	27	33	16	14	0	0	0	0	0	0	0	134
One or more suspensions	0	1	10	12	16	9	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	24	46	76	0	0	0	0	0	0	0	146

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	3	9	14	18	0	0	0	0	0	0	0	44

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	6	38	27	33	16	14	0	0	0	0	0	0	0	134
One or more suspensions	0	1	10	12	16	9	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	24	46	76	0	0	0	0	0	0	0	146

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	3	9	14	18	0	0	0	0	0	0	0	44

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?

ELA achievement is the lowest component in our school grade, even though it increased this year. It has increased every year for the past 3 years. So has ELA gains.

Which data component showed the greatest decline from prior year?

Math Bottom Quartile dropped this year. Math gains in general dropped while overall performance in Math increased. It should be noted that Math BQ was very high last year, as was total Math gains. They dropped this year but are still higher than they were 3 years ago.

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

Math Achievement.

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

Science achievement had the biggest gain. Our achievement levels increasing have been a trend for 3 years.

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

Improvement in culture all across the school has led to increased performance in every area since we started our work in 2016. Our Math scores made incredible gains last year, but every component in our school grade increased last year. This year, those increases continued except for a leveling out of Math gains. Our lowest performing students did not make the same amount of gains as they did the previous year, and that has the greatest ability to shift due to the small number of students calculated. Overall, we continue to see slow and steady improvement in all areas due to new staffing, a focus on core values and belief in students, and incredibly hard work in studying standards and improving instructional practices under the guidance of coaches.

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%	56%	25%	48%	52%
ELA Learning Gains	47%	52%	55%	28%	49%	52%
ELA Lowest 25th Percentile	44%	46%	48%	20%	44%	46%
Math Achievement	34%	55%	62%	19%	52%	58%
Math Learning Gains	45%	57%	59%	29%	53%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	36%	44%	47%	27%	43%	46%
Science Achievement	39%	51%	55%	25%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (6)	37 (38)	37 (27)	37 (33)	22 (16)	25 (14)	159 (134)
One or more suspensions	0 (0)	5 (1)	12 (10)	14 (12)	10 (16)	9 (9)	50 (48)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	29 (24)	68 (46)	53 (76)	150 (146)

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	28%	53%	-25%	57%	-29%
	2017	33%	56%	-23%	58%	-25%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	29%	55%	-26%	56%	-27%
	2017	17%	54%	-37%	56%	-39%
Same Grade Comparison		12%				
Cohort Comparison		-4%				
05	2018	26%	51%	-25%	55%	-29%
	2017	24%	52%	-28%	53%	-29%
Same Grade Comparison		2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	55%	-27%	62%	-34%
	2017	32%	54%	-22%	62%	-30%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	35%	57%	-22%	62%	-27%
	2017	31%	56%	-25%	64%	-33%
Same Grade Comparison		4%				
Cohort Comparison		3%				
05	2018	31%	54%	-23%	61%	-30%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	21%	53%	-32%	57%	-36%
Same Grade Comparison		10%				
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	33%	52%	-19%	55%	-22%
	2017					
Cohort Comparison						

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	20	39	20	23	32	8	31				
ELL	27	53	46	34	48	41	32				
BLK	23	42	42	19	30	24	23				
HSP	30	48	41	37	50	48	36				
MUL	47	50		47	50						
WHT	41	50		46	48		53				
FRL	31	48	44	34	45	37	39				

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	5	31	29	16	42	33	5				
ELL	24	40	48	32	59	64	11				
BLK	27	39	53	23	47	61	30				
HSP	28	45	45	32	61	68	22				
MUL	46	60		38	50						
WHT	39	24		54	65						
FRL	30	42	49	32	57	63	26				

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	Literacy
Rationale	Our ELA scores, while increasing, are still low compared to the state average. By expanding student literacy we can increase our scores in not only ELA but in all areas of testing.
Intended Outcome	ELA Scores will increase at least 5 points in performance, 10 in Gains, and 10 in BQ gains, bringing our school grade up to the letter grade of a C.
Point Person	Gregory Cannella (gregory.cannella@hcps.net)

Action Step	
Description	Teachers in grades K-3 will use Level Literacy Intervention (LLI) materials to help provide interventions for students in literacy. These resources will be used for daily guided reading interventions and/or MTSS. We will also purchase books for students in all grades in the form of classroom libraries and Media Center books to provide more opportunities for students to have access to reading materials and literature. This will ensure that all classrooms will have a quality classroom library and equal access to sufficient materials. Teachers will use the classroom libraries daily during their Reading block and all students will have access to the school media center for a greater amount of materials. Along with these materials, we will create and provide training for teachers to create Science embedded ELA MTSS lessons. These lessons will bridge content areas to allow true engagement in both ELA and Science standards.
Person Responsible	Gregory Cannella (gregory.cannella@hcps.net)

Plan to Monitor Effectiveness	
Description	iReady Diagnostic, Reading Level (through running records and/or DRA), Reading Interim, Writing Assessments, Science Interims
Person Responsible	Gregory Cannella (gregory.cannella@hcps.net)

Activity #2	
Title	Math
Rationale	While our Math achievement increased this year, we are still well behind the state in percent proficient. The year prior we were able to provide targeted Math training to teachers and our gains and BQ gains both saw dramatic increases. This past year we could not provide those and we saw Math gains level back down. Providing this training will help teachers provide SB lessons to maximize student achievement.
Intended Outcome	All components of Math, (Performance, Gains, and BQ gains) will increase - Performance by 5 points, Gains by 15 points, and BQ gains by 15 points. This will push us well into the school grade range of a C.
Point Person	Gregory Cannella (gregory.cannella@hcps.net)
Action Step	
Description	Provide Math Content training to teachers: Provide standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a math unit. At these workshops we will break the standard down using the shifts of focus, coherence, and rigor. The most critical, hard-to-teach concepts are targeted through these Math sessions. There will be 8 sessions per grade level that would run throughout early spring. We propose to have the following format to best meet the needs of teachers at Miles by combining content training with collaborative planning in each session. Workshop session time- 2:30-4:30 PM • Timeline: Offer 8 sessions at Grades K,1,2,3,4, and 5 of content training with planning on Wed/Thurs between Aug – April. Suggested dates (may change as we look into scheduling conflicts): Dates TBD
Person Responsible	Shelley Fritz (shelley.fritz@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Analyze and plan using unit data results. Determine interventions and enrichment support for students.
Person Responsible	Shelley Fritz (shelley.fritz@sdhc.k12.fl.us)

Activity #3	
Title	Personalized Learning with technology
Rationale	Using technology to access opportunities for differentiation in Math and ELA will help increase all areas of the school grade.
Intended Outcome	Every area of the school grade will increase by at least 5 points, increasing our overall school grade well into the range of a C.
Point Person	Gregory Cannella (gregory.cannella@hcps.net)

Action Step	
Description	Purchase 3 more computers for each classroom along with Promethean Board Pens. The 3 computers will allow for more students to access curriculum, such as iReady Math, iReady Reading, Reading Eggs for ELL students, and other programs that adjust instruction based on the needs of the individual student. The computers can be used for small group work as well as rotations during reinforce instruction. The Promethean Pens will allow teachers to utilize the Promethean boards, allowing for more student interaction with lessons and technology.
Person Responsible	Gregory Cannella (gregory.cannella@hcps.net)

Plan to Monitor Effectiveness	
Description	iReady Diagnostic Data, Interim (formative testing) Data, Unit tests in Math
Person Responsible	Gregory Cannella (gregory.cannella@hcps.net)

Activity #4	
Title	Attendance/behavior
Rationale	Motivating students to attend school and adhere to discipline excpectations will increase student performance in all academic areas.
Intended Outcome	All components of school grade will increase by at least 5 points, bring our school grade well into the range of a C.
Point Person	Gregory Cannella (gregory.cannella@hcps.net)

Action Step	
Description	Through Project-Based Learning (student clubs), students will be motivated to attend school and learn through exploring various activities and projects twice per month. Projects such as Kitchen Chemistry, Lego Robotics, STEM competitions, and various other clubs help develop vocabulary, allow students to apply academic concepts to real world activities, and motivate students to come to school and behave.
Person Responsible	Gregory Cannella (gregory.cannella@hcps.net)

Plan to Monitor Effectiveness	
Description	Attendance rates, Discipline incidents, TELL survey, SCIP
Person Responsible	Gregory Cannella (gregory.cannella@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 build positive relationships through positive interactions, from greeting parents in the morning to a lot of communication throughout the year, including Open House, Meet and Mingle, Family Nights, and general culture. Over the past few years we have seen this area grow tremendously simply by engaging parents in a different way. We also use agendas, parentlink, Twitter, and newsletters, as well as dojo, to keep parents updated.

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 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:	$401,161.25