Westwood Middle School

2019-20 Schoolwide Improvement Plan

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Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

http://schools.polk-fl.net/westwood

Demographics

Principal: Ronda Cotter

Start Date for this Principal: 8/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (53%) 2016-17: C (43%) 2015-16: D (39%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	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	78%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide the highest quality education for all students, in a secure, positive, and rigorous learning environment.

Provide the school's vision statement.

The vision of Westwood Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders.

Beliefs:
1. A nurturing, safe, and orderly student-centered school environment promotes optimal achievement.
2. Students' learning is the shared responsibility of all stakeholders: the administration, the teachers, the parents, the student, and the community.
3. Students learn best when they are actively engaged in the learning process within the classroom and in extra-curricular activities.
4. Instruction that is student centered, taking into account students' diverse social, emotional and physical needs, increases student success.
5. Our stakeholders' commitment to continuous improvement and recognition of achievement is imperative to ensure that our students become confident, self-directed, lifelong learners.
6. A caring relationship between staff and students fosters mutual respect and an appreciation of the differences in one another.
7. A variety of assessment tools is essential to accurately evaluate student performance and create effective and meaningful instruction.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Bennett, Todd	Principal	
Campbell, Russ	Assistant Principal	
Joseph, Shantal	Instructional Coach	
Davis, Arthur	Instructional Coach	
Richard-Jones, Anjanette	Instructional Coach	
Jackson, Jennifer	Assistant Principal	Curriculum and Instruction
Nicholson, Marissa	Instructional Coach	Math Coach and Support

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	226	214	290	0	0	0	0	730
Attendance below 90 percent	0	0	0	0	0	0	47	35	53	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	30	78	75	0	0	0	0	183
Course failure in ELA or Math	0	0	0	0	0	0	0	10	1	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	56	37	88	0	0	0	0	181

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	8	16	0	0	0	0	24

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	70	46	73	0	0	0	0	189
Students retained two or more times	0	0	0	0	0	0	7	7	6	0	0	0	0	20

FTE units allocated to school (total number of teacher units)
44

Date this data was collected or last updated
Thursday 8/15/2019

Prior Year - 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	97	100	109	0	0	0	0	306
One or more suspensions	0	0	0	0	0	0	94	70	97	0	0	0	0	261
Course failure in ELA or Math	0	0	0	0	0	0	0	7	33	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	84	62	49	0	0	0	0	195

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	28	47	0	0	0	0	118

Prior Year - 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	97	100	109	0	0	0	0	306
One or more suspensions	0	0	0	0	0	0	94	70	97	0	0	0	0	261
Course failure in ELA or Math	0	0	0	0	0	0	0	7	33	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	84	62	49	0	0	0	0	195

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	28	47	0	0	0	0	118

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	48%	54%	28%	48%	52%
ELA Learning Gains	47%	52%	54%	36%	51%	54%
ELA Lowest 25th Percentile	52%	48%	47%	25%	43%	44%
Math Achievement	30%	50%	58%	28%	47%	56%
Math Learning Gains	43%	50%	57%	47%	50%	57%
Math Lowest 25th Percentile	46%	48%	51%	49%	46%	50%
Science Achievement	22%	44%	51%	27%	44%	50%
Social Studies Achievement	65%	72%	72%	60%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	226 (0)	214 (0)	290 (0)	730 (0)
Attendance below 90 percent	47 (97)	35 (100)	53 (109)	135 (306)
One or more suspensions	30 (94)	78 (70)	75 (97)	183 (261)
Course failure in ELA or Math	0 (0)	10 (7)	1 (33)	11 (40)
Level 1 on statewide assessment	56 (84)	37 (62)	88 (49)	181 (195)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	26%	48%	-22%	54%	-28%
	2018	25%	41%	-16%	52%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	27%	42%	-15%	52%	-25%
	2018	26%	42%	-16%	51%	-25%
Same Grade Comparison		1%				
Cohort Comparison		2%				
08	2019	31%	48%	-17%	56%	-25%
	2018	41%	49%	-8%	58%	-17%
Same Grade Comparison		-10%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	22%	47%	-25%	55%	-33%
	2018	30%	40%	-10%	52%	-22%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2019	27%	39%	-12%	54%	-27%
	2018	24%	40%	-16%	54%	-30%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
08	2019	19%	35%	-16%	46%	-27%
	2018	33%	34%	-1%	45%	-12%
Same Grade Comparison		-14%				
Cohort Comparison		-5%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	22%	41%	-19%	48%	-26%
	2018	42%	42%	0%	50%	-8%
Same Grade Comparison		-20%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	70%	-4%	71%	-5%
2018	86%	84%	2%	71%	15%
Compare		-20%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	50%	30%	61%	19%
2018	93%	60%	33%	62%	31%
Compare		-13%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	88%	41%	47%	56%	32%
Compare		-88%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	8	41	49	14	41	43	8	38			
ELL	13	46	53	13	42	48	7	49			
BLK	25	42	43	26	43	40	20	61	75		
HSP	27	47	58	28	41	53	15	60	75		
WHT	33	50	60	37	44	36	38	79	85		
FRL	28	47	54	28	41	44	20	64	77		
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	7	26	31	11	47	55	6				
ELL	12	37	32	23	49	59	33				
BLK	24	46	44	26	52	47	33	79	100		
HSP	30	43	35	38	53	55	41	88	92		
MUL	37	59		43	60		55				
WHT	36	43	31	42	60	44	52	84	93		
FRL	28	43	36	34	54	48	40	85	94		

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	7	23	20	6	38	40	9	11			
ELL	12	27	27	13	33	44	7	44			
BLK	22	34	23	16	43	51	21	58	82		
HSP	28	36	31	28	45	50	25	60	78		
MUL	20	16		36	38						
WHT	39	42	18	39	56	47	38	63	88		
FRL	26	34	24	25	46	50	24	60	80		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics - We had a decline in proficiency, Learning gains, and BQ 25.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science (-20 pts.) . Teaching 8th grade science were two brand new teachers. One of the 2 teachers was a non-ed major. This lack of instructional knowledge led to a decline in rigor and instruction.i

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science -Teaching 8th grade science were two brand new teachers. One of the 2 teachers was a non-ed major. This lack of instructional knowledge led to a decline in rigor and instruction.i

Which data component showed the most improvement? What new actions did your school take in this area?

Reading - We implemented pervasive small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Continue to decrease the number of students who are not in attendance 90% of the time.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Science
2. Math
3. Acceleration
4. ELA Proficency
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains for students in ELA, Math, Science, and Civics
Rationale	At Westwood Middle School we saw a decline in learning gains for math and decline in proficiency in Science and Algebra 1. While we saw gains in ELA there is still great room for improvement in proficiency. The best way to increase proficiency is to increase leaning gains in all subgroups across all subject areas.

State the measurable outcome the school plans to achieve	Westwood Middle School will increase the percentage of students making learning gains across all subgroups and Subject areas by 10% as demonstrated in STAR SGP (Student Growth Percentage) and Florida Standards Assessments.
Person responsible for monitoring outcome	Todd Bennett (todd.bennett@polk-fl.net)
Evidence-based Strategy	All students will be instructed and assessed in a small group setting. Groups will be built using data from teacher made assessments, STAR assessments, Module Assessments, Quarterly Assessments, and FSA Scores. Teachers will collaboratively plan for the use of small group instruction. Each group will have defined roles, expectations, and deliverables for each day. The teacher will work to scaffold and remediate a teacher lead group daily using data from the sources listed above.
Rationale for Evidence-based Strategy	Small groups will be created using STAR Data and student class work. A teacher-lead group will consist of students who need remediation for a specific skill or standard. Data will be assessed quarterly or as as new data sets become available.

Action Step	
Description	1. Create Lesson plan template for the purposeful planning of small group instruction 2. Create a collaborative planning calendar by grade and subject area 3. Train teachers on how to effectively set up, monitor, and deliver small group instruction 4. Train teacher on how to interpret data, and student work samples to build group structures 5. Collaboratively plan with teachers to create lesson plans 6. Model Effective small group instruction 7. Support and monitor the use of small group instruction across all subject areas. 8. Provide Instructional Coaches in Math, Reading and Science to support teachers in standards-based instruction 9. Provide Extended learning opportunities for students and transportation home from school. 10. Purchase Printer for Instructional to print data report for teachers and parents 11. Conduct data chats with students to show students areas of strength and areas for growth.
Person Responsible	Jennifer Jackson (jennifer.jackson@polk-fl.net)

#2	
Title	Literacy and collaboration across all content areas
Rationale	To increase the learning gains in our BQ25 and in our subgroups, we must implement reading strategies in all content areas.
State the measurable outcome the school plans to achieve	Students in the BQ 25 and all subgroups will have a 10% increase in learning gains as evidenced by SGP in STAR and FSA assessments.
Person responsible for monitoring outcome	Todd Bennett (todd.bennett@polk-fl.net)
Evidence-based Strategy	Error analysis Purpose Reading 1,2,3 Annotating the text Close reading Phonetical fluency and vocabulary in context / context clues Standard / Target / Task alignment
Rationale for Evidence-based Strategy	The strategies listed above created big gains (18 points.) in ELA last year. By increasing the gains in ELA we increase learning gains across all content areas.
Action Step	
Description	1. Collaborative planning groups created 2. Teachers are trained in strategies listed above across all subject areas 3. Lesson plans will be created using these strategies across all subject areas. 4. Provide Laptops and Ipads for skill-based learning (Achieve 3000, STAR) 5. Academic Leadership Team will attend LSI Conference
Person Responsible	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to all the strategies listed in our areas of focus our ESSA subgroups will receive additional resources such as after school tutoring, mentoring, data chats, and pushing into classes with additional support staff to remediate the students who are deficient in our ESSA subgroups and increase their achievement.

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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 identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:
Champs - School-wide implementation of CHAMPs procedures and signals in classrooms and in common areas. Champs strategies are embedded in all lesson plans.

PBIS - Tier I, II, & III supports are in place with regular meetings to discuss data and frequency of behavior. Students are rewarded for positive choices and performance.

Mindful Schools - Provides an on site mental health counselor to help students through emotional or mental health issues.

Pace - Provides a full time on site case worker to meet with girls and provide counseling sessions in small group and an individual basis.

DrumBeats - Musical program to help solve problems and promote teamwork.

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

Westwood Middle School Works to ensure smooth transitions to middle school and to high school for all its students. We offer the following programs to support students through these different transitions:

5th graders visiting/touring middle schools
Middle school parent event for incoming 6th graders
Summer program for incoming 6th graders
Provide after school tutoring for students in all grade levels
Schedule visits from feeder high schools to enroll 8th grade students into programs
Partner with High school programs so that 8th graders can participate in high school programs while still in 8th grade.

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.

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services

based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students

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

• Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
• Accelerated programs and high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
• Every middle and high school will have a designated College and Career Contact.
• Student Success Coaches will work with targeted students to ensure that high school graduation and post-secondary education is achieved in a timely manner.
• AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.
• Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.
• Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Learning Gains for students in ELA, Math, Science, and Civics	$0.00
2	III.A.	Areas of Focus: Literacy and collaboration across all content areas	$0.00
		Total:	$0.00