Lake Region High School

2019-20 Schoolwide Improvement Plan

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Lake Region High School

1995 THUNDER RD, Eagle Lake, FL 33839

http://www.lakeregionthunder.com/

Demographics

Principal: Amy Hardee

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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 (44%) 2017-18: C (50%) 2016-17: C (42%) 2015-16: C (45%) 2014-15: C (49%)
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)
High School 9-12	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

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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.

The mission of Lake Region High School is to ensure a safe and caring environment that promotes learning with high expectations and encourages every student to realize his/her fullest potential.

Provide the school's vision statement.

The vision of Lake Region High School is that all students will be prepared for success in college and/or careers through an effective system of academic and career-based programs. .

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
Costine, MaryJo	Principal	The administration is responsible for teacher supervision and classroom observations with each administrator having a designated curriculum content focus for planning and observation purposes. The assistant principal of administration is responsible for student supervision, attendance, and building operations. The assistant principal of curriculum is responsible for curriculum development, professional development, and master scheduling. The principal, as manager of personnel, assigns and coordinates responsibilities for all leadership team members. All leadership members are assigned core content areas and the team meets to discuss decisions based on observations and data.
Mitchell, Chauncey	Assistant Principal	
Simpson, Tanishia	Assistant Principal	
Vera, Luciano	Dean	
Nicolodi, Donna	Assistant Principal	
Ounan, Kevin	Dean	

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	0	0	0	514	401	329	322	1566
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	35	36	27	28	126
One or more suspensions	0	0	0	0	0	0	0	0	0	16	9	7	2	34
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	73	156	133	156	518
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	199	154	110	83	546

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	0	0	69	65	38	65	237

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	68	61	19	6	154
Students retained two or more times	0	0	0	0	0	0	0	0	0	47	30	26	17	120

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

65

Date this data was collected or last updated

Friday 10/11/2019

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	32%	47%	56%	31%	44%	53%
ELA Learning Gains	37%	46%	51%	35%	41%	49%
ELA Lowest 25th Percentile	36%	37%	42%	38%	33%	41%
Math Achievement	32%	43%	51%	33%	37%	49%
Math Learning Gains	39%	45%	48%	36%	33%	44%
Math Lowest 25th Percentile	26%	44%	45%	35%	32%	39%
Science Achievement	51%	58%	68%	39%	56%	65%
Social Studies Achievement	48%	61%	73%	46%	60%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	514 (0)	401 (0)	329 (0)	322 (0)	1566 (0)
Attendance below 90 percent	35 (0)	36 (0)	27 (0)	28 (0)	126 (0)
One or more suspensions	16 (0)	9 (0)	7 (0)	2 (0)	34 (0)
Course failure in ELA or Math	73 (0)	156 (0)	133 (0)	156 (0)	518 (0)
Level 1 on statewide assessment	199 (0)	154 (0)	110 (0)	83 (0)	546 (0)

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
09	2019	33%	45%	-12%	55%	-22%
	2018	33%	43%	-10%	53%	-20%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	29%	42%	-13%	53%	-24%
	2018	34%	42%	-8%	53%	-19%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

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
2019	50%	54%	-4%	67%	-17%
2018	68%	59%	9%	65%	3%
Compare		-18%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	57%	-9%	70%	-22%
2018	50%	57%	-7%	68%	-18%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	50%	-29%	61%	-40%
2018	27%	60%	-33%	62%	-35%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	53%	-6%	57%	-10%
2018	31%	41%	-10%	56%	-25%
Compare		16%			

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	17	38	37	28	76		38	33		76	30
ELL	7	33	36	14			35	6		70	53
ASN										90	
BLK	18	35	44	16	26	17	35	25		79	37
HSP	29	37	36	29	35	38	51	46		81	56
MUL	42	46		38			46	62		71	70
WHT	43	39	27	48	48	23	61	59		80	79
FRL	26	35	35	28	36	32	45	43		76	56
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	12	38	45	25	48	53	35	38		55	18
ELL	6	32	22	22	50			33		50	47
ASN	50	70									
BLK	21	37	38	22	31	42	67	46		80	51
HSP	35	41	36	32	40	33	74	51		75	65
MUL	48	63		58							
WHT	43	44	39	36	45	43	76	59		78	74
FRL	30	40	36	30	41	40	73	50		73	62
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	24	24	10	37	39	13	17		53	15
ELL	2	32	48	11	28	35	6	10		55	39
ASN	67	55		73	62						
BLK	16	34	33	23	34	29	20	32		69	42
HSP	29	35	42	31	33	35	35	39		76	52
MUL	44	38		47	47			55		79	55
WHT	39	36	37	37	37	36	49	60		78	65
FRL	22	29	36	29	32	33	33	34		70	52

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	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
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	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	45

Hispanic Students	
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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	41
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 Learning Gains of the Lowest 25% - 26%
Historical performance of Algebra 1B students revealed deficits in Algebra 1A and Pre-Algebra.

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

Science Achievement - 51% 2019, 74% 2018 - decline 23 points
Decline occurred due to an increase in enrollment and greater number of non-proficient readers in Biology.

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.

Mathematics Learning Gains of the Lowest 25% - 26% school, 44% state
Historical performance of Algebra 1B students revealed deficits in Algebra 1A and Pre-Algebra.

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

Math Achievement - Geometry showed an increase of 17% points. Focus on teacher training and coaching.

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

English Language Learners 35%
Black/African American Students 33%

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

1. Mathematics Learning Gains of the Lowest 25% - 26%
2. Black/African American Students 33%
3. English Language Learners 35%
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Black/African American Students 33%
Rationale	Subgroup did not meet the 41% ESSA proficiency percentage. Early warning data indicates a high rate of attendance and discipline issues. Low student engagement and instructional response to intervention.
State the measurable outcome the school plans to achieve	Black/African American Students will increase proficiency to 41%. Students will be identified and the MTSS team will use a systematic use of assessment data to most efficiently allocate resources in order to improve learning for subgroups.
Person responsible for monitoring outcome	Donna Nicolodi (donna.nicolodi@polk-fl.net)
Evidence-based Strategy	Students will be identified based on early warning system data. The MTSS team will monitor the indicators and provide interventions.
Rationale for Evidence-based Strategy	Data on the Black/African American students, District Early Warning System and the MTSS processes and procedures.
Action Step	
Description	1. MTSS team will identify at-risk students; discipline team will use the RtI:B platform to determine specific behavior patterns, extended learning and tutoring will be provided to support the needs of the students. 2. Student Success Coach will monitor early warning indicators for identified students and academic coaches will provide support to content area teachers 3. Professional Development and collaborative planning will be provided to increase knowledge of strategies and interventions 4. Instructional technology will be available to support classroom instruction. 5.Instructional coaches (Literacy, Math and Science) will be used to support teacher development and guide instructional initiatives. Supports for LSI implementation of Target/Task Alignment-Success Criteria. 6. Laptops and Laptop Carts will be purchased to ensure students have access to necessary instructional technology. 7. Field trips will be planned for post secondary opportunities to expose students to various options. 8. special activity items and supplies will be purchased to support parent and family engagement activities.
Person Responsible	Chauncey Mitchell (chauncey.mitchell@polk-fl.net)

#2	
Title	English Language Learners 35% on Federal Index
Rationale	Subgroup did not meet the 41% ESSA proficiency percentage. Early warning data indicates a high rate of attendance and low student engagement and instructional response to intervention.

State the measurable outcome the school plans to achieve	The English Language Learners will increase proficiency to 41%. Students will be identified and the MTSS team will use a systematic use of assessment data to most efficiently allocate resources in order to improve learning for subgroups.
Person responsible for monitoring outcome	Donna Nicolodi (donna.nicolodi@polk-fl.net)
Evidence-based Strategy	Students will be identified based on WIDA test history, LEP Plans, and early warning system data. The MTSS team will monitor the indicators and provide interventions.
Rationale for Evidence-based Strategy	Data on the English Language Learner students, WIDA history, District Early Warning System and the MTSS processes and procedures.

Action Step	
Description	1. ESOL support class and after-school tutorial will be implemented 2. MTSS team will identify at-risk students 3. Student Success Coach will monitor early warning indicators for identified students 4.Instructional coaches (Literacy, Math and Science) will be used to support teacher development and guide instructional initiatives. Supports for LSI implementation of Target/Task Alignment-Success Criteria. 5. Laptops and Laptop Carts will be purchased to ensure students have access to necessary instructional technology. 6. Field trips will be planned for post secondary opportunities to expose students to various options. 7. special activity items and supplies will be purchased to support parent and family engagement activities.
Person Responsible	Donna Nicolodi (donna.nicolodi@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).

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.

Lake Region High School hosts a variety of student/parent meetings during the year. In the beginning of the year, an evening orientation is held as well as Title 1 parent meeting and time for parents to meet with teachers. During the year, three parent meetings are held to discuss the academic programs. An academy night is also held in the spring to provide parents a chance to visit the school's career programs. SAC (School Advisory Committee) meetings are held to involve the community along with academy advisory meetings that include the community stakeholders. Guidance counselors conduct student conferences during the year to advise students of their academic progress and a daily Guidance Cafe during lunches provides students with regular access to guidance services. The Lake Region website provides an electronic access to academic information. Guidance counselors schedule and conduct teacher/parent conferences as requested by teacher or parent. Guidance Counselors meet with students and parents regarding college advising and financial aid. 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.

Lake Region High School Student Services includes 4 guidance counselors, an ESE Facilitator, a Student Success Coach, and a Psychologist. Students may request to meet with one of these staff or a student may be referred for services by a teacher or parent. 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 PBIS and Mentoring Programs.

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

For incoming cohorts, an articulation meeting occurs between the high school administration/guidance and the middle school administration/guidance during the 1st semester to discuss and share information related to the pending transition to high school for the next school year. In January, an 8th grade parent meeting occurs for students transitioning to 9th grade. In February/March, high school counselors meet with 8th grade students at the middle schools to share course information and to begin the registration process.
For outgoing cohorts, the high school hosts college admission visits by both public and private Florida colleges. Each fall, the high school hosts a college financial aid information event for parents and students. The high school also employs a college and career specialists that advises students and meets with parents. On campus dual enrollment courses and advanced placement courses are offered so that students can begin transitioning to acquiring college credits and learning college performance expectations while still in high school.

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, such as Dual enrollment and Advanced Placement, in addition to 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 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: Black/African American Students 33%	$0.00

2	III.A.	Areas of Focus: English Language Learners 35% on Federal Index	$0.00
		Total:	$0.00