

Miami-Dade County Public Schools

Everglades Preparatory Academy



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	16
Budget to Support Goals	18

Everglades Preparatory Academy

2251 E MOWRY DR, Homestead, FL 33033

<http://www.evergladesacademy.com/>

Demographics

Principal: Aida Marrero

Start Date for this Principal: 9/9/2019

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)	73%
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 White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (44%) 2016-17: D (38%) 2015-16: C (53%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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.

The mission of Everglades Preparatory Academy is to provide students with a well rounded Middle School education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision of Everglades Preparatory Academy is to provide students with challenging and rigorous curricula enabling students to be well prepared for high school and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

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
Marrero, Aida	Principal	<p>The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.</p> <p>Work often includes attending school functions after hours, such as basketball games, concerts, plays, parent conferences, and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom.</p>
McQueen, Aishia	Assistant Principal	<p>The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p>
Whittle, Steven	Assistant Principal	<p>The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p>
Daniel, Matthew	Teacher, ESE	<p>As an integral part of a school's instructional leadership team, the special education coordinator is responsible for overseeing programs that provide educational assistance to children with mental, psychological, learning, behavioral, or physical disabilities. With the goal of facilitating the special education processes that are needed to maximize the growth potential of</p>

Name	Title	Job Duties and Responsibilities
students with exceptional learning needs, special education coordinators are highly trained and experienced educators with specialized certification.		
Kelts, Amy	Teacher, K-12	
Compton, Angela	Teacher, K-12	

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	134	146	185	0	0	0	0	465
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	15	101	113	0	0	0	0	229
Level 1 on statewide assessment	0	0	0	0	0	0	63	67	73	0	0	0	0	203

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	50	60	72	0	0	0	0	182

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

31

Date this data was collected or last updated

Friday 9/13/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	11	17	13	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	51	48	68	0	0	0	0	167

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	82	72	87	0	0	0	0	241	

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	47%	58%	54%	46%	53%	52%
ELA Learning Gains	48%	58%	54%	49%	55%	54%
ELA Lowest 25th Percentile	40%	52%	47%	42%	48%	44%
Math Achievement	47%	58%	58%	28%	54%	56%
Math Learning Gains	48%	56%	57%	24%	56%	57%
Math Lowest 25th Percentile	41%	54%	51%	22%	51%	50%
Science Achievement	37%	52%	51%	32%	50%	50%
Social Studies Achievement	55%	74%	72%	56%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	134 (0)	146 (0)	185 (0)	465 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	15 (0)	101 (0)	113 (0)	229 (0)
Level 1 on statewide assessment	63 (0)	67 (0)	73 (0)	203 (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
06	2019	50%	58%	-8%	54%	-4%
	2018	37%	53%	-16%	52%	-15%
Same Grade Comparison		13%				
Cohort Comparison						
07	2019	46%	56%	-10%	52%	-6%
	2018	45%	54%	-9%	51%	-6%
Same Grade Comparison		1%				
Cohort Comparison		9%				
08	2019	44%	60%	-16%	56%	-12%
	2018	46%	59%	-13%	58%	-12%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	58%	-18%	55%	-15%
	2018	30%	56%	-26%	52%	-22%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	49%	53%	-4%	54%	-5%
	2018	46%	52%	-6%	54%	-8%
Same Grade Comparison		3%				
Cohort Comparison		19%				
08	2019	33%	40%	-7%	46%	-13%
	2018	20%	38%	-18%	45%	-25%
Same Grade Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	27%	43%	-16%	48%	-21%
	2018	25%	44%	-19%	50%	-25%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	68%	7%	67%	8%
2018	76%	65%	11%	65%	11%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	73%	-18%	71%	-16%
2018	56%	72%	-16%	71%	-15%
Compare		-1%			

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	75%	63%	12%	61%	14%
2018	46%	59%	-13%	62%	-16%
Compare		29%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	54%	-54%	56%	-56%

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	23	61	60	26	29	20		40			
ELL	29	40	38	39	39	33	20	35			
BLK	40	48	50	46	54	47	41	25			
HSP	45	46	40	45	46	38	34	60	71		
WHT	82	70		68	61		60	67	100		
FRL	44	45	38	45	46	39	34	53	75		
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	21	39	33	21	36	33					
ELL	25	50	43	27	45	50	17	23			
BLK	32	45	38	18	41	39	22	80			
HSP	43	44	40	35	41	45	33	52	50		
WHT	59	45		56	57		50	87			
FRL	42	43	37	33	42	45	32	53	54		
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	14	30		14	24						
ELL	29	48	48	22	33	31	33	42			
BLK	35	51	53	21	27	38	6	35			
HSP	47	48	37	27	22	16	36	57	44		
WHT	58	58		41	33			79			
FRL	45	50	42	26	23	22	32	55	45		

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	50
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	64
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
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	37
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
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	73
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	49
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.

Data for the lowest 25% in both ELA and Math was below 50%. While the data in Math for the lowest 25% remained the same (43%), the lowest 25% data in ELA drop by 12 percentage points from the previous year with only 40% of the lowest 25% showing a learning gain in ELA.. Contributing factors to this data include teachers planning for interventions without knowledge of which students were in the lowest 25%.

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

ELA data for the lowest 25% showed the greatest decline with a 12 percentage point drop from the previous year. Contributing factors to this decline include teachers planning for interventions without knowledge of which students were in the lowest 25%. In addition to the L25 ELA decline, Algebra EOC scores also declined 12 percentage points from the previous year. Factors that contributed to this decline include a temporary teacher and loose monitoring of standards mastery.

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.

Data for the lowest 25% in ELA had the largest gap compared to the state average. There was not a solid plan for monitoring the ongoing performance of and intervening with the lowest 25% last year.

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

Science scores showed the greatest improvement over the prior year

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

Students with Disabilities

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

1. Students with Disabilities
2. Math Learning Gains
3. Learning Gains for the Lowest 25%
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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).

1- High Impact Instruction- Ensure that all students receive rigorous, standards-based instruction and supports. *Teachers will plan and deliver lesson that are aligned to the rigor of the standards, reflect the instructional shifts and integrate the FEAPs. *Increase participation in AP, DE and Academies with an increase in industry certification by 5%.

2- Collaborative Culture- Promote, support and sustain a positive school culture that involves all staff and students. *Student Engagement will increase as evidenced by a 10% attendance improvement, an increase in graduation rate and a 10% decrease in OSS. A focus on learning through goal setting, an increase in a variety of earned privileges, increased use of alternatives to suspension and additional opportunities for students to take assessments with concordant scores to satisfy graduation requirements will be implemented to achieve this goal. *Staff Engagement will increase as evidenced by improved attendance rates. Staff will provide each other with increased opportunities for fun at work and administration will increase celebrations of outstanding staff contributions. *PLCs will use grade-level data to discuss student needs, plan interventions for students and participate in professional development. *Our school will improve communication systems through calendar meetings, weekly parent phone messages, the use of a text-based app for family and community outreach and a weekly staff newsletter.

3- Data-Driven Decisions- Create, implement and monitor proactive systems and structures that ensure the needs of all students are met. *School support teams will identify, support and monitor the lowest 35% of students through the use of MTSS, grade-level teams, weekly PLCs and our XL intervention period.

*PLCs will use grade-level data to discuss student needs and plan and monitor interventions for students through the continued use of our weekly XL period.

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.

School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. We work hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls and posting everything on our website and social media. We make every effort to communicate every child's progress to the parents by sending home quarterly progress alerts and having parent teacher conferences.

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.

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 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.

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.

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map. To ensure support systems, small group, and individual needs are met, the PSLT: Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains;

Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

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

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

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; Field trip 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

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

Total:	\$184,171.00
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