

The Need for a Long-Term Educational Vision for Florida



The Horizons 2040 Project

Florida has had almost a twenty-year record of educational improvement. However, Floridians can and must do more to prepare future generations to meet the rigorous competition of the next two decades.

Vision: Florida will have a renewed education culture that provides a customizable learning environment tailored to every student so that they are equipped for life

Mission: To lead the nation in preparing lifelong learners by providing them with high-quality, customizable educational options and tools

Values:

- Access
- Choice
- Resource Prioritization
- Market-determined Need
- Personalized Learning
- Highest Expectations
- Accountability
- Rewarding Performance
- Cost-effectiveness
- Cutting-edge Technology
- Partnership
- Data-driven Decision-making

Paths to Prosperity Highlights

(See report pages 13, 15, 17, and 19 for details)

Pay for outstanding middle school teachers and leaders should be increased to be competitive with that of the top-5 NAEP states if such individuals have demonstrated mastery of teaching and/or administrative techniques that support all facets of young adolescents and their cognitive, physical, social, emotional, and moral/character development, as well as related curriculum and pedagogical needs

Teachers and leaders must tailor instruction and other interaction to the unique needs of each adolescent

Personalized learning must be emphasized, with students being provided with a portfolio of choice-based school and program educational opportunities

School personnel must consistently teach, model, and recognize appropriate and positive academic and social behaviors inside and outside of the classroom

Middle grades academics must:

- Be rigorous and challenging in the core areas of reading, writing, math, science, and social studies
- Be meaningful, practical, hands-on, connected to students' experiences, collaborative, engaging, exploratory, and integrative
- Teach life and study skills
- Promote the learning and use of technological/digital tools
- Integrate relevant co-curricular and extracurricular activities to build academic and social-behavioral skills

Middle school transition should begin in Grade 4 and include a wide range of activities that familiarize students with the middle school environment

K-8 schools should be utilized for middle grades education whenever practicable, though it is more vital that best practices be implemented regardless of school configuration

Teachers and leaders must set high expectations for every student and clearly communicate those expectations with the belief in the student's ability to succeed

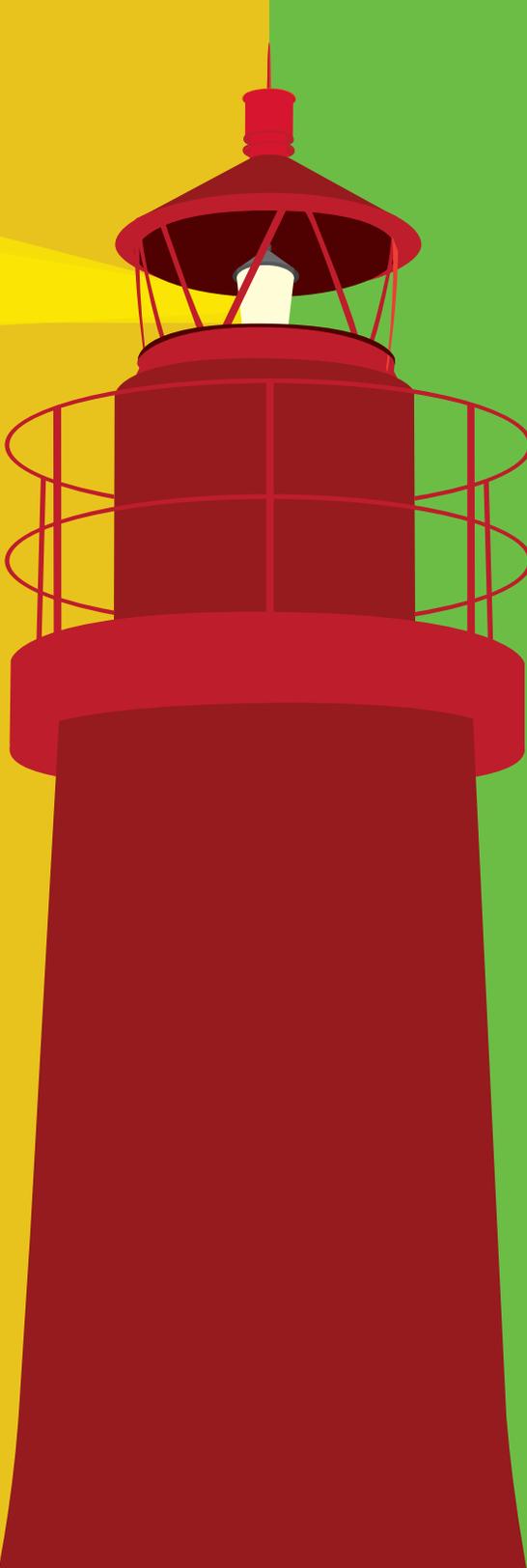
Positive behavior supports and firm discipline should be combined to foster a caring school environment

Internal or external adult mentorship should be provided for every student, especially those at-risk

Consistent parental and community involvement in school life should be encouraged

Institute a **LeaderinMe[®]** Culture

POLICY BEACONS

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- 5 Schools will nurture adolescents' academic growth
 - 6 Teachers, leaders, and advisors will address the unique needs of each adolescent student
 - 7 The disruption caused by school-level transitions will be minimized
 - 8 The school community is a child's second family