

Escambia County School District

# West Florida High School/Technical



## 2019-20 Schoolwide Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>18</b>

# West Florida High School/Technical

150 E BURGESS RD, Pensacola, FL 32503

www.ecsd-fl.schoolloop.com

## Demographics

**Principal: Shenna Payne**

Start Date for this Principal: 6/8/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (71%) 2016-17: A (68%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* 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 Escambia 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](http://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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## **Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>18</b>

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www.ecsd-fl.schoolloop.com

## School Demographics

### School Type and Grades Served (per MSID File)

High School  
9-12

### 2018-19 Title I School

No

### 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

40%

### Primary Service Type (per MSID File)

K-12 General Education

### Charter School

No

### 2018-19 Minority Rate (Reported as Non-white on Survey 2)

50%

## School Grades History

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

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## Purpose and Outline of the SIP

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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

West Florida High School of Advanced Technology is an innovative high school focused on providing a unique, comprehensive, useful education that will lead to lifelong personal, career and professional accomplishments.

The mission of West Florida High School of Advanced Technology is to prepare students for entry into chosen career fields or higher educational pursuits through incorporation of quality learning experienced by integration of academic and technical skills.

#### Provide the school's vision statement

West Florida High School of Advanced Technology is a community of learners made up of students, school staff, family, community and business partners who work together to empower students to take responsibility for their learning thereby increasing their options after high school. Our standards-based curriculum is constantly evolving to meet the diverse needs of our students, challenging them to grow to their fullest potential, thus producing dynamic citizens ready for college and/or career.

### 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
Payne, Shenna	Principal	
Eshelman, William	Teacher, K-12	
Hurst, Stephanie	Teacher, K-12	
McFarland, Angela	Teacher, Career/Technical	
Nesbitt, Marvetta	Guidance Counselor	
Thomas, Terry	Teacher, Career/Technical	
Strother, Cody	Assistant Principal	
Cramer, Erin	Assistant Principal	
Simmons, Rachel	Dean	
Novotny, Cheyenna	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	0	0	0	372	311	321	331	1335
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	14	28	26	91
One or more suspensions	0	0	0	0	0	0	0	0	0	23	26	33	26	108
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	46	24	45	28	143
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	78	36	47	32	193

**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	16	26	41	24	107

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

72

**Date this data was collected or last updated**

Friday 7/26/2019

**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	3	9	6	7	25
One or more suspensions	0	0	0	0	0	0	0	0	0	27	22	19	18	86
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	25	26	26	78
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	67	44	39	38	188

**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	13	20	22	14	69

**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	3	9	6	7	25
One or more suspensions	0	0	0	0	0	0	0	0	0	27	22	19	18	86
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	25	26	26	78
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	67	44	39	38	188

**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	13	20	22	14	69

**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	70%	49%	56%	68%	52%	56%
ELA Learning Gains	63%	47%	51%	64%	51%	53%
ELA Lowest 25th Percentile	49%	33%	42%	54%	40%	44%
Math Achievement	61%	42%	51%	64%	44%	51%
Math Learning Gains	56%	48%	48%	68%	51%	48%
Math Lowest 25th Percentile	63%	41%	45%	52%	40%	45%
Science Achievement	79%	59%	68%	77%	60%	67%
Social Studies Achievement	87%	62%	73%	83%	69%	71%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	372 (0)	311 (0)	321 (0)	331 (0)	1335 (0)
Attendance below 90 percent	23 (3)	14 (9)	28 (6)	26 (7)	91 (25)
One or more suspensions	23 (27)	26 (22)	33 (19)	26 (18)	108 (86)
Course failure in ELA or Math	46 (1)	24 (25)	45 (26)	28 (26)	143 (78)
Level 1 on statewide assessment	78 (67)	36 (44)	47 (39)	32 (38)	193 (188)

**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.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
09	2019	70%	48%	22%	55%	15%
	2018	69%	49%	20%	53%	16%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	70%	48%	22%	53%	17%
	2018	68%	49%	19%	53%	15%
Same Grade Comparison		2%				
Cohort Comparison		1%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	79%	58%	21%	67%	12%
2018	77%	57%	20%	65%	12%
Compare		2%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	87%	62%	25%	70%	17%
2018	83%	65%	18%	68%	15%
Compare		4%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	61%	52%	9%	61%	0%
2018	56%	51%	5%	62%	-6%
Compare		5%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	61%	47%	14%	57%	4%
2018	67%	48%	19%	56%	11%
Compare		-6%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	35	50	37	44	60		53	77			
ASN	76	58		100	75		95	92		100	100
BLK	54	58	43	44	46	58	64	72		99	60
HSP	73	79		56			87	100		100	71
MUL	73	67	58	66	52		86	89		100	64
WHT	79	66	51	72	59	61	84	97		100	80
FRL	60	57	41	53	56	68	73	81		99	72

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	35	56	50	36	55		61	46		100	64
ASN	84	83		83	75		88				
BLK	50	60	55	45	49	37	60	70		98	63
HSP	68	61		50	61		84	94		100	94
MUL	77	63		83	90		90	89		95	95
WHT	78	65	49	74	74	66	85	89		100	82
FRL	56	57	53	55	58	36	69	75		98	69

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	701
Total Components for the Federal Index	10
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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**

Learning gains in ELA for the lowest quartile showed the lowest performance. This appears to be an aberration, as the scores the year before were better. Many factors could contribute, such as new teachers, implementation of a new diagnostic program (STAR360), etc..

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

Math learning gains showed the greatest decline. One factor could be the loss of two of our strongest math teachers.

#### **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**

10th grade ELA proficiency showed the greatest gap. We are steadily improving here, and it was a focus this past year in the 10th grade English and Reading classes. Teachers

dug deep into their individual data and formulated prescriptions to meet the varied needs of their individual students.

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

Math learning gains for the lowest quartile showed the most improvement. We had at least two very strong teachers working with our lowest performing students, collaborating with each other, and sharing best practices with their counterparts in the District and across the state.

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

Course failures and attendance, particularly for 9th and 10th graders are concerns, and they are very related to each other.

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

1. Closing the achievement gap between African-American students and those of the other demographic groups
2. Improving Math proficiency, especially in Geometry
3. Increasing learning gains for the lowest quartile in ELA
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Improving Math proficiency, especially in Geometry
<b>Rationale</b>	Our overall math learning gains decreased by 2%, which is a concern. Of greater concern is our Geometry proficiency. As geometry is a graduation requirement, a renewed focus on proficiency is of utmost importance.
<b>State the measureable outcome the school plans to achieve</b>	An increase of 5% (to 67%) proficiency is our desire.
<b>Person responsible for monitoring outcome</b>	William Eshelman (weshelman@escambia.k12.fl.us)
<b>Evidence-based Strategy</b>	Pre-assessments, tailored, prescriptive curricula, based on pre-assessment. Collaboration with successful Geometry teachers across the District.
<b>Rationale for Evidence-based Strategy</b>	Pre-assessments are a starting point for a deep dive into a student's data. From there, teachers can formulate individual plans for students, implement those plans, monitor, assess progress and make alterations, as needed.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet with department head and teachers to introduce plan</li> <li>2. Pre-assess students</li> <li>3. Create time for teachers to analyze results and formulate plans</li> <li>4. Monitor quarterly</li> <li>5.</li> </ol>
<b>Person Responsible</b>	William Eshelman (weshelman@escambia.k12.fl.us)

**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)**

Active PLCs in each discipline to evaluate data, plan, and reflect. In ELA, continued use of the STAR360 platform to test, analyze data, and prescribe remediation individually. As the students in the Geometry and Reading struggling subgroups are typically our same students who are victims of the learning gap, these strategies will address them, as well.

**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, § 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**

West Florida High School will provide parental involvement opportunities in specific areas. Reading teachers will offer opportunities for parents and students in the lower quartile. Math teachers will provide opportunities for parents and students taking the Algebra and Geometry EOCs, as will Biology teachers. English teachers will continue to utilize STAR360 data to meet the needs of their students. Guidance will provide opportunities to all parents across grade levels sharing needed information for college and career readiness. Finally, faculty and staff will continue to assist parents in technology as needed for such things as the FOCUS gradebook, teacher websites, Chromebook distribution and use, and our general school website and student/parent Google classrooms for communications and information.

**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**

West Florida High School has three counselors on campus, one school social worker and one mental health counselor assigned to the school. Counselors see students through teacher and staff recommendations. There are presentations given throughout the year to every grade level so that students are aware of the services the guidance office can provide. Our school social worker makes home visits as needed and stays in close contact with the counselors and administration. Outside referrals are given as needed. In addition, professional development is provided for the teachers from in-house and outside sources as we seek to promote well rounded students.

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

West Florida High School is a school of choice. Our students are selected from a lottery as incoming ninth graders. We do not have open enrollment. For the cohorts coming in as freshmen, we track graduation requirements for each cohort group. Guidance checks and evaluations are done throughout each year in case credit recovery or retention is needed. Interventions such as conferences, tutoring and peer support are offered as a means of prevention and continued positive graduation rates. We pull in outside resources from industry, military and college to give students options to explore after graduation.

**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**

The Leadership Team considers student performance data, identifies and defines learning problems. The team will develop interventions to solve identified problems, and evaluate the efficacy of the interventions as related to defined problem(s).

We are not a Title I school. Title II monies are used to provide professional development at

both the school and district level. West Florida High School does have one ESOL student this year and services are provided by the district and the school. Any homeless students are provided for through district services. SAI monies fund many student support opportunities, such as tutoring, ISS, and substitutes for standardized testing. CTE services are fully provided for our school because every students is in a career program.

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

Career teachers at West Florida have course sequences which take students from grades 9-12. At West Florida our career teachers, administration and guidance counselors work closely with our district Workforce Education department to ensure that we offer the most up to date courses for industry certifications, program completions and bright future scholarship qualifications.

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Improving Math proficiency, especially in Geometry</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>