



The Horizons 2040 Project

Grades PreK-12

August 2019





INTRODUCTION

Formed in 1961, the Florida Council of 100 is a private, nonprofit, nonpartisan organization of business, civic, and academic leaders, which exists to promote the economic growth of Florida and a high quality of life for its citizens.

Our Mission is to improve the quality of life and economic well-being of all Floridians through the relentless pursuit of better, business-driven public policy.

Since inception, the Florida Council of 100 has had a vital, ongoing interest in improving Florida’s education system, publishing such reports as *Review of the A+ Plan to Improve Education* in 1999, *We Must Do Better!* in 2004, *Preparing for the Future* in 2006, and *Closing the Talent Gap* in 2010. We have always fervently held that Florida needs a world-class workforce infrastructure if our citizens are to have the career tools they need to compete and prosper in the ever-changing economy of the 21st century. Empirical research has demonstrated that education is the leading driver of long-term economic growth, driven mostly by achievement, rather than mere attainment.

Fortunately, PreK-12 education in Florida has improved dramatically over the past 15 years. Florida increased its 2017 performance on the National Assessment of Educational Progress (NAEP) more than any other state and is now ranked #3 in the nation for educational quality, and #1 in educational efficiency, based on a comprehensive analysis of subgroup achievement on that test. That said, there is still much work to be done.

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The Need for a Long-term Educational Vision for Florida

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a wooden desk in a classroom. He is looking down and writing in a notebook with a pencil. In the background, other students are visible, some also working at their desks. The scene is brightly lit, suggesting a typical classroom environment.

Moving Up

Florida has had almost a twenty-year record of educational improvement including:

- Rising test scores
- Closing achievement gaps
- Skyrocketing graduation rates

However, Floridians can and must do more to prepare future generations to meet the rigorous competition of the next two decades.

Realizing the need to look longer-term, the Florida Council of 100 in the summer of 2016 began discussions on how to approach the work necessary to put together a long-term PreK-12 education plan to complement the shorter-term strategies developed by the state. That short-term state plan:

- Provides a five-year plan based on known goals
- Generally remains in the present and builds on improvement
- Is nearly immediately measurable
- Is generally agency-driven, focusing on the aspects that the agency can impact

A New Vision and Mission

A long-range plan on the other hand is not bound by the same traditional planning approach. In this particular case, it can be bold and take more risks to establish goals and objectives that are not limited by short-term incremental improvement. It casts, instead, the picture of what ought to be created, not what we can get accomplished in the span of one — or even five — legislative cycles.

Therefore, the Council's PreK-12 Education Committee decided that it could have the most impact by creating a 20-year vision for education in the state — the Horizons 2040 Project. Over the past 3 years, the committee traveled the state, meeting with both subject-matter and pedagogical experts, teachers, leaders, and students from all walks of life. Based on this rich and varied input, the committee has established policy "beacons," or inspirations, guiding lights, symbols of hope, or shining destinations for the state to reach. Additionally, we are suggesting strategies that can help move Florida toward the beacons, remembering that resource needs may fluctuate over time.

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

Reaching for the HORIZON

A photograph of a diverse group of students in a classroom. In the foreground, a young woman with long brown hair is smiling and looking towards the right. Behind her, several other students are visible, some looking towards the camera and others looking away. One student in the background has their hand raised. The students are sitting at desks with papers and books. The background is a blurred classroom setting with a whiteboard.

Values

Access: A person's circumstances (demographic, geographic, economic, or otherwise) must not be a barrier to full participation in the education system.

Highest Expectations: Performance standards must be established and maintained at the highest levels—locally, nationally and internationally.

Accountability: All participants and providers must be held accountable for their performance.

Choice: Students must be provided with as many learning environments and educational options as possible.

Personalized Learning: Education should be tailored to meet the needs of each student. One size does not fit all.

Resource Prioritization: Resources must be focused on the classroom, not administration.

Rewarding Performance: Superior results merit superior benefits.

Cost-effectiveness: Resources must be allocated where they have the greatest impact.

Cutting-edge Technology: Students and teachers must be provided with relevant, up-to-date learning tools.

Partnership: Public and private relationships must be fostered, leveraged, and institutionalized.

Data-driven Decision-making: Objective analysis must help inform policy decisions.

The Long View of Success

Rewarding many years of hard work to enhance Florida's educational standards, Education Next rates our state's as the most rigorous in the nation. That is to be commended and is a testament to our leaders' commitment to make Florida's education system the best in the country, if not the world.

With such standards, however, comes an obligation to ensure that all students learn the required academic material. They, their teachers, and their leaders must be held accountable for achieving this all-important goal. The challenge before us is not easy, and we must be resolute in our efforts. To turn the inevitable set-backs into ultimate victories, we cannot afford to allow occasional bumps in the road to derail us. One step back is okay as long as we persist until we take two steps forward.

Merriam-Webster defines accountability as "an obligation or willingness to accept responsibility or to account for one's actions." For students to accept such responsibility, they must personally own their education, and a path chosen is always more likely to be followed than one

that is rigidly dictated. It is unsurprising, then, that of the more than 2.8 million PreK-12 students educated by the taxpayers, now over 30% do not attend their zoned district school. In Miami-Dade School District, that figure is over 70%. Students, for example, attend district-run magnets and charter schools, take virtual and college classes, and even attend private schools with taxpayer funds. Simply put, to succeed, students must believe in their hearts that the education provided is of them, by them, and, most importantly, for them.

Resources must be focused on the student, to the extent possible, not on costs that are unrelated to student learning. In poor economies, as well as in good, the first and last education dollar spent must be based on a clear and articulated strategy to align our educational programs with the future of our students.

As new education dollars are available, the threshold question should be, "Where does the public investment provide the greatest student return?" As such, any current or future education funding approach must be both targeted and performance-driven.

The Search for Best Practices

To learn best practices for improving student performance, the Florida Council of 100 visited a wide variety of successful schools. All of these institutions are unique – both public and private examples – showing how learning for the 21st Century student is morphing into a new way of doing things to work towards building successful futures.



Indian River Academy

Indian River Academy in Vero Beach where we learned that it is vital for students to build social-emotional skills in order to succeed.



Evans High School

Evans High School in Orlando where we learned how community schools can provide students with wrap-around social services to improve overall learning.



iPrep Academy

iPrep Academy in Miami where we learned how a magnet program can use technology and innovative teaching techniques to drive student performance.

The Search for Best Practices



Corbett Preparatory School of IDS

Corbett Preparatory School of IDS in Tampa where we learned that students thrive in learning environments that emphasize both social-emotional and rigorous academic growth.



Rosewood Magnet School

Rosewood Magnet School in Vero Beach where we learned the importance of interdisciplinary, collaborative teaching and learning with real-world application.



Tampa Bay Christian Academy

Tampa Bay Christian Academy in Tampa where we learned that it is vital to help our neediest students by providing each child with multifaceted support services.



Chi Chi Rodriguez Academy

Chi Chi Rodriguez Academy in Clearwater where we learned that real life application from both sports and managing a golf pro shop can provide learning at a deeper level.

The Search for Best Practices



Academy Prep Center of St. Petersburg

Academy Prep Center of St. Petersburg where students are willing to go to school six days a week and for an extended school day and where they are exposed to a school environment that feels like a second family made up of the administrators, teachers and other students who pull together to instill values and learning in one another. Academy Prep Center of St. Petersburg takes all low income and minority children who are usually not at grade level and sends them to the best public and private high schools in the area and the country.



Vineland Elementary School

Vineland Elementary School in Charlotte County where two fourth graders chaperoned us throughout the LeaderinMe® school to show how teaching is becoming as much about developing life skills of presenting one's self and learning how to learn as it is about drilling the 3 R's.



Ammons Middle School

Ammons Middle School in Miami where an entire school is built out of portables with a large population on Free and Reduced Lunch and yet its students perform two standard deviations above the norm, and where the school has developed a unique program of improvement.



Kingdom Academy

Kingdom Academy in Miami's inner city where students in the fourth grade are learning through financial literacy how to make a budget, complete a resume, apply for a job, maintain a job and keep a bank account -- all done through a blended curriculum that also teaches math and English skills.

The Search for Best Practices



Lake Nona Middle School

Lake Nona Middle School in Orlando where we learned the value of consistently positive behavioral supports and how there is broad support for a K-8 model for schools with the understanding that population and costs often drive policy that impacts the best educational choice for our children.



West Florida High School of Advanced Technology

West Florida High School of Advanced Technology in Pensacola where we learned how business can help high schools thrive by capitalizing on a combination of college- and career-ready education.



Freedom High School

Freedom High School in Orlando where we learned the importance of mastery-based grading and every student having some connection with a school program or mentor.



Hialeah Gardens High School

Hialeah Gardens High School in Miami where we learned that career academies could be paired with rigorous academics to create post-graduation pathways for all students.

The Search for Best Practices



Brooks-DeBartolo Collegiate High School

Brooks-DeBartolo Collegiate High School in Tampa where we learned that it is possible to earn both a high school diploma and an Associate of Arts degree in four years.



Monsignor Edward Pace High School

Monsignor Edward Pace High School in Miami where we learned that early, purposeful college/career planning in a faith-based environment can lead to at-risk student success.



Jose Marti MAST 6-12 Academy

Jose Marti MAST 6-12 Academy in Miami where we learned that class groupings could be successfully based on mastery rather than age level.

A.D. Henderson University School/FAU High School

A.D. Henderson University School/FAU High School where we learned that high schoolers could graduate with bachelor's degrees and move straight to medical school.

The Search for Best Practices



Lorenzo Walker Technical High School

Lorenzo Walker Technical High School in Naples where we learned that a student could move on to college or a career with both a high school diploma and a postsecondary technical credential.



P.K. Yonge Developmental Research School

P.K. Yonge Developmental Research School at the University of Florida where we learned that mastery-based education can help students excel by addressing competency as opposed to social promotion.



Faith Christian Academy

Faith Christian Academy in Orlando where we learned that students perform best in learning environments in which they feel safe and emotionally secure and have a sense of belonging.



Northwestern Senior High School

Northwestern Senior High School in Miami where we learned that it's vital for students to have a sense of purpose and post-graduation plans when they are in high school.

Beacon # 1

**All students will
arrive ready
for grade 4.**



Simply put, prekindergarten through third grade are the make-or-break educational years in a student's life.

A child who can't read by the end of grade 3 is usually "lost to the system," while failure to master early math concepts also has vast, long-lasting consequences. Today, only about half of Florida Voluntary Prekindergarten (VPK) program students test ready for kindergarten. If Florida's workforce is to reach its full productive potential, all students must arrive ready to excel in fourth grade.

Paths to Prosperity

- Build upon the proven formula of high standards, rigorous assessments, and strong accountability (performance and growth) for all Florida students
- Provide parents with meaningful, accessible, and transparent information on successful PreK providers
- Infuse schools with specialized support personnel to help both academically (e.g., highly trained literacy coaches, math/literacy tutors for one-to-one student work) and socially/behaviorally (e.g., counselors, community volunteers as morning door greeters)
- Deliver “high quality” VPK. Expand the VPK experience for those in need of additional instruction, including the use of an all-day wrap-around program, extending VPK by one year beginning at age 3, conducting summer boot or bridge programs, or carrying the school year program to the start of kindergarten in the fall. Such services beyond the scope of the current VPK program could be provided on a means-tested basis
- Provide struggling readers with intensive, year-round support
- There should be one VPK assessment system emphasizing literacy skills. Related learning should continue until

as close to the start of kindergarten as possible. Providers should be assessed based on student performance and growth. Such information should be disseminated to potential VPK parents along with other pertinent data such as program structure, hours, and location

- There is no statewide standardized assessment for students below grade 3. While some districts use national norm-referenced tests to fill the gap between prekindergarten and third grade, the practice is not ubiquitous. Identifying a student’s needs sooner rather than later is key to their future success

Students who are not reading proficiently in third grade:



4x

Are four times more likely not to graduate high school



8x

Are eight times more likely to drop out of high school if they are low-income and African-American or Hispanic

A High-Quality Early Education Means:

A Public ROI of **\$3** savings for every **\$1** invested

- ✓ Improved test scores
- ✓ Better verbal skills
- ✓ More developed social-emotional skills
- ✓ Longer attention spans
- ✓ Less remediation
- ✓ Higher college attainment
- ✓ Increased income and homeownership
- ✓ Better health

“Not only does math competency predict later school success, but all areas of STEM contribute to other developmental goals, such as language and executive function.”

– *The Future of Children*, 2016

Beacon #2

Schools will nurture students' academic growth.



The standard subjects of reading, writing, math, science, and social studies are important, but so are opportunities to learn life/study skills and how to use technological/digital tools. To capture the attention of students, lessons should be meaningful, practical, hands-on, appropriately connected to students' interests and experiences, collaborative, engaging, challenging, exploratory, and integrative.

Additionally, co-curricular and extracurricular activities build both academic and social-behavioral skills and should be thoroughly integrated into the learning environment. Such experiences should be used to help students envision, plan, and build their futures.

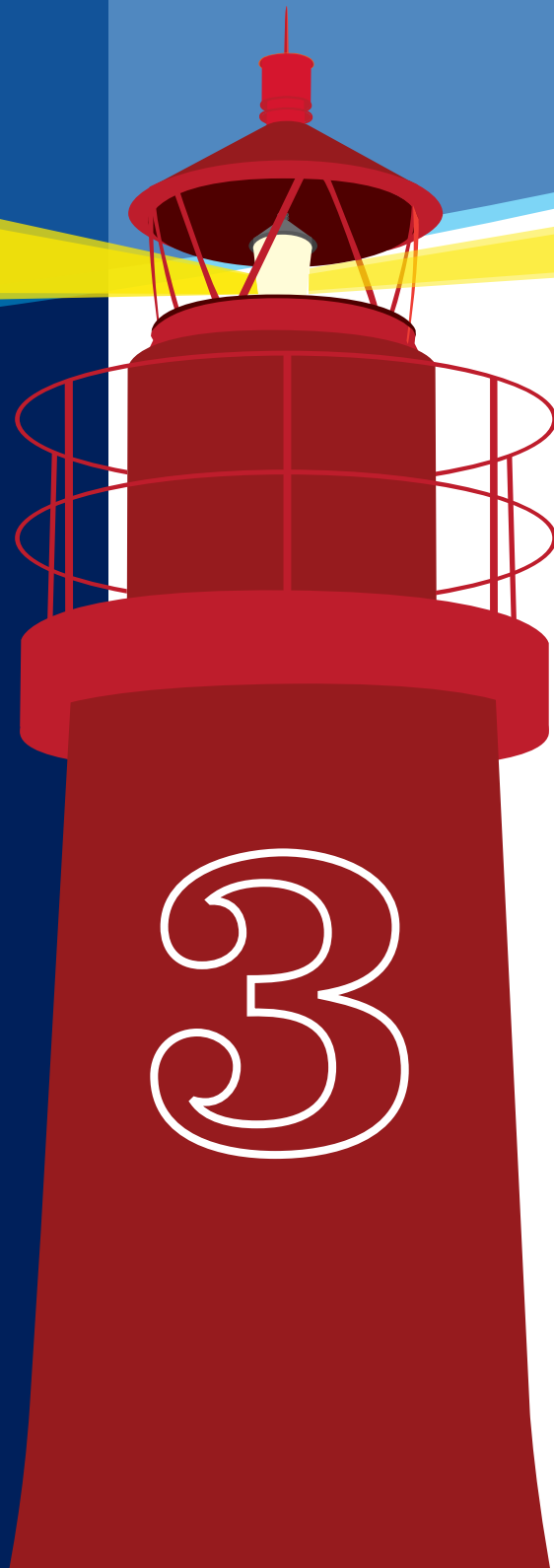
Paths to Prosperity

- Ensure that all students perform at or above grade level in reading and math
- Ensure that the state has appropriate high-quality standards for all education providers
- Empower students with the knowledge and skills they need to take responsibility for their own lives, attack life's challenges, and function successfully in society by teaching students life management and study skills such as
 - Goal setting,
 - Self-regulated learning,
 - Note-taking,
 - Decision-making,
 - Organization,
 - Time and task management,
 - Social-emotional self-monitoring and regulation,
 - Persistence,
 - How to practice physically healthy behavior,
 - Communication and conflict resolution,
 - Financial literacy, and
 - Cooperation and team building
- Maintain a rigorous, developmentally responsive academic program of reading, writing, math, science, and social studies in which all students are challenged to stretch their abilities
- Incorporate physical movement of some sort in between learning sessions
- Provide students with opportunities to practice and employ academic and social/behavioral skills through service learning projects, as well as electives and activities with strong cognitive content like debate, drama, robotics, peer mediation, band, media, math league, and Science Olympiad
- Make statewide tests adaptive in order to efficiently gauge knowledge of the full breadth and depth of each subject
- Utilize small-group learning to simultaneously build academic and collaboration skills
- Make time for performance-based remediation/enrichment activities
- Create a "safe" academic environment in which students do not fear to fail, learn from their mistakes, and try again
- Provide parents and teachers with timely, meaningful, and transparent data regarding student performance, growth, and improvement recommendations



Beacon #3

Every child will be served by outstanding educators and leaders.



After effective parenting, the number one determinant of a student's success is having an outstanding teacher.

Expert educators find innovative ways to reach their pupils – often profoundly – no matter the obstacle. Similarly, district and school administrators are worth their weight in gold if they can create learning environments in which those teachers and their students can flourish. Bottom-line: We must have quality instruction if we want quality results.

Only 3% of Florida’s ACT test-takers said that they want to be educators – that’s the lowest percentage in the country. And perhaps more importantly, Florida ranks in the bottom-ten states for having those future teachers graduate from high school college-ready. Why?

For starters, average teacher pay in Florida is ranked 46th in the nation, or about 20% below the national average. This means it’s more financially rewarding to be a postal clerk or flight attendant in our state. Further, only about half of Florida teachers feel supported or encouraged in their work or believe that they have adequate control of planning and teaching in their classrooms.

That said, even though about 40% of students are failing the Florida Standards Assessment, 98% of teachers are annually judged to be “effective” or “highly effective.” And Florida is one of only five states that doesn’t require all lead prekindergarten teachers to have a bachelor’s degree or specialized training in PreK.

And what about our other leaders? Surveys show that we’re actually making their jobs harder, not easier. For example, principals argue that their jobs have become disproportionately complex over the past 5 years – resulting in massive churn in a profession needing to create stable environments for teachers and students.

Florida’s low-income schools have 1/2 as many “highly effective” teachers, but twice as many “unsatisfactory” teachers, as other schools.

How Florida Ranks Nationally:



46th
in

Certified teachers in **low-minority** schools

45th
in

Certified teachers in **high-minority** schools



50th
in

Experienced teachers in **low-minority** schools

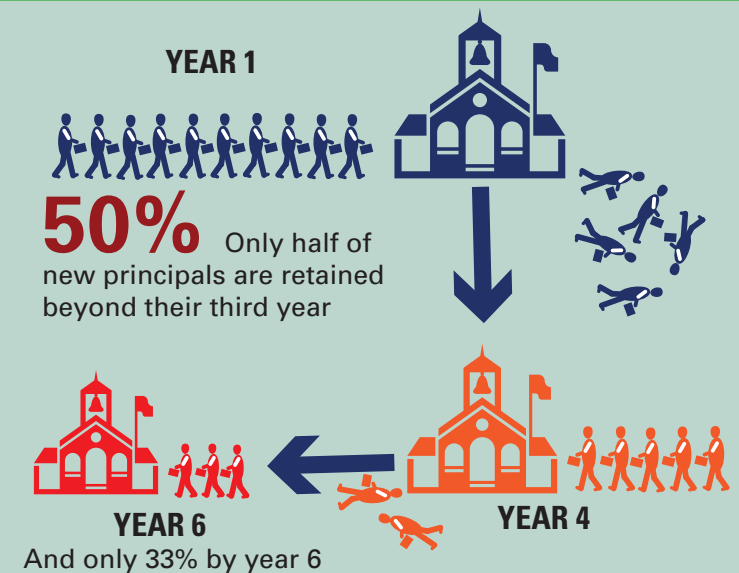
50th
in

Experienced teachers in **high-minority** schools



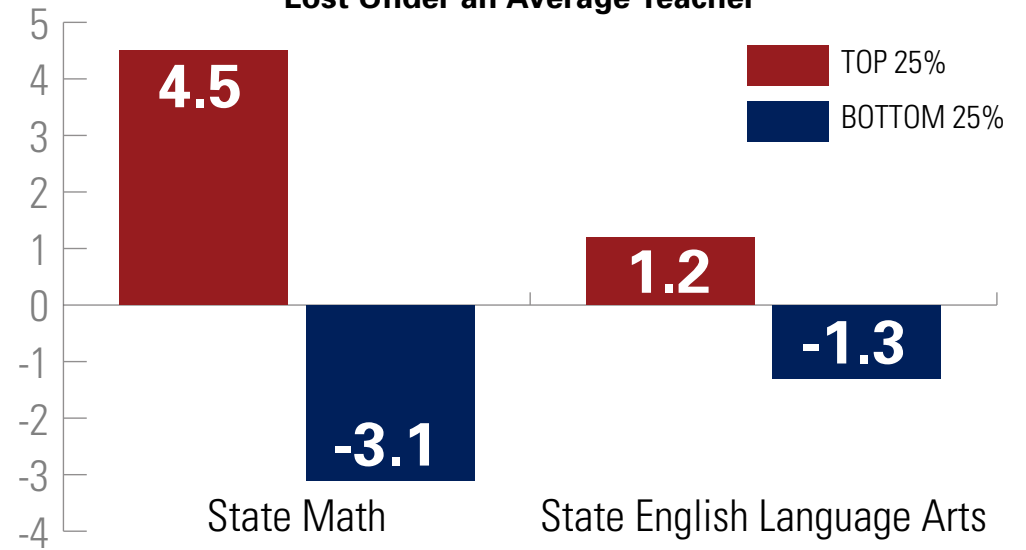
Florida is among **27 states** that have **low academic admission standards for teacher preparation programs**

CHURN: The High Cost of Principal Turnover





Months of Student Learning Gained or Lost Under an Average Teacher




The gap between effective and ineffective teachers can reach the equivalent of nearly an entire school year.

Paths to Prosperity

- Ensure that every student is served by educators with the content knowledge and skills to meet their needs and be successful in life
- Ensure that Florida's best and brightest students are proud to become, and remain as, teachers and leaders
- Establish wages competitive with other highly valued professions and comparable to those in the highest performing states. Compensation packages could also include housing and childcare supports, as well as incentives, such as forgivable loans and service scholarships, for teaching in high-need fields and struggling schools
- Though Florida has a short-term teacher shortage, in the long-term, we must raise admissions standards for our schools of education, including class rank, standardized test scores, and other unique excellence characteristics
- Before hiring teachers and leaders, assess personality characteristics and cognitive ability to measure professional fit, both generally and situationally (e.g., working with struggling students)
- Provide student teachers with rigorous and relevant training, including in content knowledge, research-based reading, math, classroom management, lesson planning, and student assessment, and extensive teaching practice
- Increase the experience and certification levels of classroom teachers and leaders and provide them with the tools, materials, autonomy, supportive work environments, career paths, and overall respect necessary to succeed
- Provide teachers, including PreK, with extensive, ongoing professional development, including induction programs; initial, in-class and outside-of-class, one-on-one mentoring for planning and instruction (academic and social/behavioral); and ongoing collegial support from peer networks
- Make teacher evaluations meaningful, objective, related to student performance, and consistent across districts if inter-district comparisons are conducted
- Provide alternative teacher certification routes for difficult-to-fill subjects such as STEM and CTE. Such teachers must demonstrate subject-matter expertise and a willingness to learn how to teach with the assistance of a strong induction experience, mentors, and full classroom support
- Teach district and school leaders how to effectively wear many hats, including being a resource provider and effective budgeter; communicator and negotiator; human resource hirer and manager; and chief educator and student evaluator, coach, and cheerleader

Highly effective principals raise student achievement by an equivalent of between two and seven months of additional learning each school year compared to the average principal. Ineffective principals lower achievement by the same amount.



Beacon #4

Students and teachers will feel that they matter and belong.

A sense of belonging is an essential human need — especially in an environment where students spend most of the year. Students will seek acceptance at school, and, if they don't find it, the alternatives are often drugs, gangs, and other avenues detrimental to their well-being – as well as indifference towards their educational futures. Acceptance is found when students and teachers build a strong sense of inclusion and community.

Teachers are remembered as much for the impact they have on the personal lives of students as the content they teach. That said, it's hard for teachers to assist in the belonging process if they themselves feel unappreciated. Let's face it – perception is reality, and WalletHub currently ranks Florida as the 5th worst state to be a teacher.

While teachers must be subject masters, it will only go as far pedagogically as their empathy and concern will take them. Simply put, students learn best when there's mutual care and respect.

Paths to Prosperity

- Ensure students in all educational environments are confronted with high standards and expectations, as this communicates a sense of belonging
- Identify unique ways to build school pride (i.e., college acceptance day, career acceptance day, grade-level retreats/trips)
- Increase small-group interactions between students, faculty, and staff to sincerely address the personal, unique needs of each student
- Expand the opportunities that enable students' access to a smaller community within a school, in order to ensure a personal connection to school for every child (e.g. schools within a school, career academies, clubs and other extracurricular activities)
- Encourage the implementation of wrap-around services, such as wellness and food insecurity services, in an effort to serve the "whole" child and their families
- Create school environments of grit and persistence so students can "fail safely" in order to ultimately succeed
- Teach students how to be self-advocates and active members of society
- Focus on programs that instill making it "cool" to be smart
- Implement peer-to-peer networks which help students effectively socialize and provide mutual support
- Increase the personalized academic, college/career, and social-emotional support for each student by reducing the average number of students per counselor
- Create systems to ensure active communication among teachers, staff, and administrators regarding the status and needs of at-risk students
- Increase emphasis on classroom management and disciplinary best practices in Florida teacher training programs
- Empower teachers to employ appropriate discipline of their students as necessary to prevent disruption of the learning process
- Create a professional school culture of collaboration, so teachers truly believe they have a voice in, and impact on, the overall success and direction of the school
- Minimize student and teacher absenteeism to maximize the time effective instructors, rather than substitutes, are in the classroom helping students, especially those who are economically disadvantaged and, thus, disproportionately affected. For example, in Duval County district schools serving mostly high-poverty children in 2013, 41% of teachers missed between 11 and 17 days of school, and 29% missed more than 18 days—almost a month of school.
- Enable teachers to instruct in their credentialed field of expertise because students must believe their teachers are content masters to gain their buy-in



Beacon #5

The school community will be a child's second family.



Students spend a third of each week day — often more — in school. And, while the school environment rarely supersedes the home environment in terms of overall impact on a child's life, students in the high-performing schools we visited all say the same thing: their school communities are like second families.

While there may be disagreements and squabbles, students feel cared for (even loved) by teachers, leaders, and staff and know that, when push comes to shove, their friends have their backs. And the best schools treat parents similarly with compassion and respect, integrating them into school life.

Paths to Prosperity

- Set high expectations for every student and clearly communicate those expectations as well as your belief in the student's potential to succeed
- Though all students need support, methodically triage intervention situations based on data analytics in order to optimize resource use
- Promote attendance by students and teachers. This includes rewarding good attendance (separate from course grades) and responding consistently to every absence
- Use student behavior management applications to incent pro-social action. For example, the Hero app enables teachers, leaders, and staff to instantly and electronically reward students' good deeds and communicate them to parents
- Instruct efficiently but be willing to devote extra time (e.g., extended day, Saturday school, summer school) to at-risk students
- Assign an adult advocate/counselor, with a relatively low caseload, to meet on a regular basis, and in crisis situations, with every at-risk student
- Involve parents and/or extended family in school life to the maximum extent possible, including sharing student academic and behavioral benchmarks and progress; informing them of, and inviting their participation in, school activities and projects (e.g., Remind app); meeting with them on a regular basis; and seeking their input and guidance in educational decisions
- While providing guidance for and ensuring appropriate interaction, encourage regular teacher-student communication outside of the classroom (e.g., email, phone, Remind app)
- Develop community partnerships for educational, mentoring, and funding purposes



Keeping Students Safe and Academically Prepared

Intervene early to minimize the propensity of academic and discipline problems to snowball.

Florida law requires schools serving grades K-8 to have early warning systems based on attendance, suspensions, course failure in English Language Arts or math, poor (level 1) scores on the Florida Standards Assessment, and other factors as identified by school districts. When a student exhibits two or more early warning indicators, a school team must implement appropriate intervention strategies for the student.

“Students need to make a strong connection to an adult they can see themselves becoming.”

— Theodore Sizer



Beacon #6

Students will choose their own paths to college- and career-readiness.

A universal principle is that we more fervently own what we choose. And if we want students to fully invest themselves in their education, they must be able to pick the pathway that's best for them based on aptitude and ability. A philosophy of one-size-fits-all is ineffective and counterproductive.

Choice also stimulates competition that ultimately lifts the tide for all consumers. For example, several researchers have found that providing students with educational options other than their zoned neighborhood schools and vanilla programs actually improves the performance of those schools. In other words, all students benefit from simply having a choice, even if they choose a classic, well-traveled path. As Utopian as it sounds, we must aim to make school a place where students want to be, not where they have to be.

What Stakeholders Are Saying About Choosing Career and Technical Education

The perception of career/technical/vocational (“Career Tech”) education is changing. The Council of 100 surveyed 500 Florida parents with children in public schools and 550 small, medium, and large businesses throughout Florida regarding Career Tech. We found:

- 80% of parents would support their child participating in a Career Tech program in high school. Another 14% might support their child in such an endeavor. Only 3% of parents definitely would not support their child in participating in a Career Tech program or in individual Career Tech elective courses.
- 83% of parents believe that Career Tech education is an important path to a job after high school and that it’s important for students to have a career to fall back on if college doesn’t work out.
- 92% of parents believe that Career Tech classes teach important skills that help students regardless of their college or career path.
- 79% of parents believe that potential employers would look favorably on their child having taken Career Tech classes.

Interestingly, 59% of businesses responded that they would be much more likely (and 27% somewhat more likely) to hire a recent graduate if they had relevant Career Tech coursework in high school. That “much more likely” rate increases to 76% for the largest businesses.

Internships can have a positive effect on students’ future employability. That same survey of Florida businesses showed:

- Two-thirds of businesses would be more likely to hire a recent high school graduate who had performed a high school internship, paid or unpaid. That rate rises to four-fifths (with half being much more likely) if the internship was with the respondent’s business.
- Three-quarters of businesses would definitely (22%) or probably (54%) pay a newly hired high school graduate a higher starting salary if they had completed a high school internship, especially if the internship had been with their companies.

Miami-Dade County Public Schools High School Internship Program

Anchored by NAF Career Academies, Miami-Dade School District collaborates with the local business community to offer the SYIP student internship program. A recent survey of participating businesses found that, among responding companies:

- Half have subsequently hired program interns. Nearly all of those firms cited students’ internship performance as being important to their decision to hire the students post-internship.
- Over a quarter paid the interns they hired higher starting wages than they normally would have.
- Almost all believe that student internships benefit both their firms and the overall workforce.
- Nearly all would like to continue hiring interns in the future.

Paths to Prosperity

- Require school districts to be “portfolio” in nature by maximizing the breadth and depth of school choice options. At a minimum, such options should include:
 - Traditional neighborhood-zoned schools
 - Controlled open enrollment
 - Magnet schools
 - Charter schools
 - Lab schools
 - Virtual education (e.g., Florida Virtual School; Florida Virtual School Flex; Florida Virtual School District Franchises; District Virtual Instruction Programs; District Virtual Course Offerings, including those with out-of-district or out-of-state instructors; Virtual Charter Schools)
 - Florida Tax Credit Scholarship Program
 - State programs under which low income and special needs children can attend private schools using taxpayer funds
 - Collegiate High Schools (i.e., joint earning of a high school diploma and an Associate of Arts degree)
 - Joint high school-technical colleges (i.e., joint earning of a high school diploma and a postsecondary career-technical credential)
- Increase the capacities of all choice options to meet market demand
- Provide means-tested transportation services for school choice options, even if services must be transfer-based in nature
- Invest in state lab schools as innovative test-beds for educational best practices
- Leverage private resources to mitigate the coming school capital-expenditure fiscal tsunami caused by student population growth. The U.S. Census predicts that Florida will experience growth of over 1 million K-12 students by 2030. If every student must be housed in a traditional school that must double as a hurricane shelter, it will cost taxpayers tens of billions of dollars
- Enable variable-cost state funding to follow the student based on student choice. Expand the current education savings account funding system to all students
- Require school districts to provide a variety of instructional environments (e.g., traditional grade-level classroom, virtual, blended, ability-based, self-directed)
- Ensure that every student has a chosen path for achieving post-graduation success, which has appropriate academic rigor
 - Require each student to complete a career aptitude survey (ala FloridaShines.org) by the middle of Grade 8 to maximize the ability to make wise educational decisions
 - At the end of grade 8, require each student to select one of four graduation pathways that can be switched at a later date as long as the student stays on track for graduation:
 - College-ready (My goal is to attend college after high school.)
 - Career-ready (My goal is to get a job immediately after high school.)
 - College- and career-ready (My goal is to attend college after high school, but I would also like to learn career-tech skills that will help me excel in the workforce.)
 - Military (My goal is to join the military after high school.)
- Provide a wide variety of formal, organized in-school and out-of-school opportunities for student self-identification and excelling along their chosen path (e.g., AP/IB/AICE/ Dual Enrollment academic programs; combinations of core and elective classes as “majors”; “high-value” career-tech programs, including career academies, coordinated industry certification programs, and internship programs; JROTC or Sea Cadets)
- Create an Internet-based system through which students can map out their four years of high school courses based on

their chosen path. Require each student to meet with a high school guidance counselor at the beginning of Grade 9 to approve the student's plan, with subsequent amendments requiring counselor approval

- Establish an early warning system to notify students, parents, and counselors on a real time basis if a student's poor performance in a course threatens their progress along their chosen path. Intervene as soon as problems are identified
- Provide students with instruction necessary for navigating the "real" world along their chosen path (e.g., how to find/apply for college, financial aid, and/or a job; how to create a resume; how to interview for college or a job; how to act professionally; how to manage money)
- Beginning in middle school, educate students and counselors about the economic value of career and technical education (CTE); market CTE as resulting in valuable white-collar, blue-collar, and new-collar jobs
- Align CTE programs with industry demand as determined by state and local employment data and with credentials and skills desired by the job market
- Ensure that CTE curriculum standards meet the rigorous academic, technical, and workforce (e.g., professionalism, punctuality) skills needed by students to thrive in future jobs. Take advantage of proven curricula,

such as Project Lead the Way

- Reallocate financial incentives for industry certifications toward those certifications that provide the highest economic value to the student and Florida's economy
- Build alliances among K-12 schools, postsecondary educational institutions, businesses, and industry consortia to design and implement high-value CTE programs
- Develop community partnerships, and capitalize on programs such as NAFTrack, to incent and increase the availability of student internships and other forms of work-based learning
- Incent companies to provide schools with curriculum and training equipment needed to properly teach CTE. Leverage opportunity zone investment to provide students with necessary training environments
- Ensure that every CTE program provides an exit ramp to a stackable, transferable credential
- Require CTE instructors to be experts in the fields that they teach, and, in exchange for that expertise, enable them to earn wages comparable to those paid for similar expertise in the private sector
- Tailor CTE instructor certification requirements to the characteristics of each specific field

- Create multi-course series of CTE programs that enable students to learn comprehensively in specific fields and culminate in workforce credentials
- Create seamless CTE course articulation between all grade levels, including postsecondary education
- Reward career dual enrollment in the school grading formula
- Implement block scheduling that allows students extended time to learn CTE skills
- Invest in relatively lower-cost simulators to complement industry training equipment
- Promote preapprenticeship opportunities that emphasize CTE career exploration and lead to post-graduation employment
- Establish a "Career-Signing Day" to recognize graduates who will be moving directly into the workforce
- Greatly increase the number of available CAPE Digital Tool Certificates
- Establish high school CTE programs that include the earning of an associate degree, potentially over 5-6 years, such as P-tech
- Mix and leverage federal, state, and local funding for CTE programs

Beacon #7

Personalized learning environments will meet the needs of every student.



When it comes to education, one size fits none.

Some students are visual learners, and some do better listening. Some are math whizzes, while others are future poets. Some like to charge ahead, and some need a bit of extra help. Some live in affluent two-parent households, while others have only one caregiver who must work multiple jobs to make ends meet. Get the picture? Every student is different, and we now have (or will soon have) the ability and, thus, moral imperative to tailor instruction to his or her unique needs.

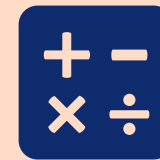
What is Personalized Learning?

Personalized learning is more than just “school” choice. Every day in Florida, hundreds of thousands of students in both neighborhood and choice settings benefit from formal customization (e.g., technology-driven blended learning, mastery-based education), as well as the targeted assistance provided by their teachers.

Though there’s not one common definition, leading practitioners generally look for the following three elements:

- ✓ Systems that deepen and accelerate student learning by tailoring instruction to an individual’s needs, skills and interests
- ✓ Approaches that offer a variety of learning experiences that prepare students for college and careers
- ✓ Teachers who play an integral role by managing the learning environment, leading instruction and guiding students to take ownership of their learning

Learning Gains:



13 pts.
math
improvement



8 pts.
reading
improvement

Two-year math and reading percentile increases in grades K-5 due to personal learning strategies

Mastery-based Education

While the traditional system of education largely advances students based on age and time spent in the classroom, mastery-based education (MBE – also referred to as competency-based education) allows students to advance to higher levels of learning only after demonstrating mastery of each concept and skill. “Failure” means work harder and try again, not give up and move on. More specifically, experts Achieve and iNACOL state that, under MBE:

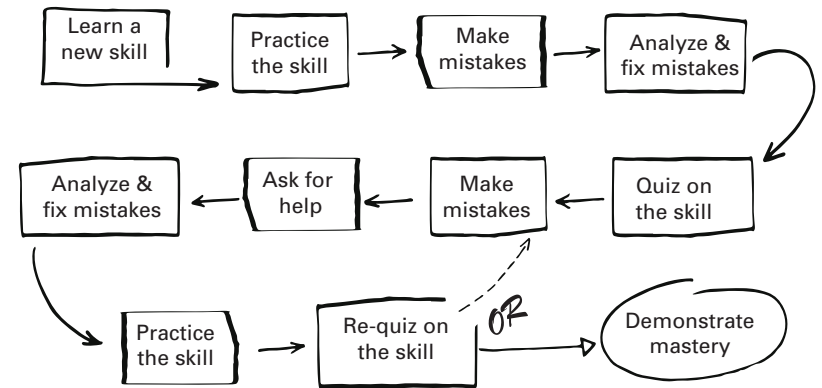
- Students advance upon demonstrated mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive rapid, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include the application and creation of knowledge.

Underpinning MBE is the concept that it’s virtually impossible to get all

students to achieve the same goal in the same amount of time with the same instruction. Without system-wide changes to the existing time-based structure, students are bound to their classmates, unable to spend more or less time on a task as necessary. Not only is it imperative to have all students learn critical skills, it is vital that we not limit their ability to thrive in new and innovative directions, especially given technological advances that enable us to help both the high-performing and low-performing when they require it. There is also no reason why all students can’t earn good grades under MBE mastery-based grading if they prove they’ve learned necessary skills and are college- and/or career-ready.

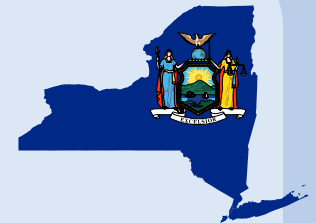
With 42 states now trying MBE in some form (including a Florida pilot program), the benefits are rapidly becoming apparent. In fact, the U.S. Department of Education reports that MBE creates several graduation pathways, better utilizes educational technology, capitalizes on learning opportunities outside of school, targets learning interventions to specific student needs, and increases efficiency and productivity leading to cost and time savings.

What is mastery-based grading?



A Living Example

Teachers in one New York City school combined state curriculum guidelines and state educational standards to create a rubric of all skills students would need before progressing to the next level.



Instead of arbitrary letter grades, students are evaluated based on a criteria based color-coded scale: red signifies not displaying a competency; yellow, approaching it; green, meeting it; and blue, exceeding it. The scale is intended to help students think of learning as a process. To demonstrate mastery of a competency, students must prove three times that they have learned it by, for example, explaining their method of solving related problems to a teacher or doing well on a test.

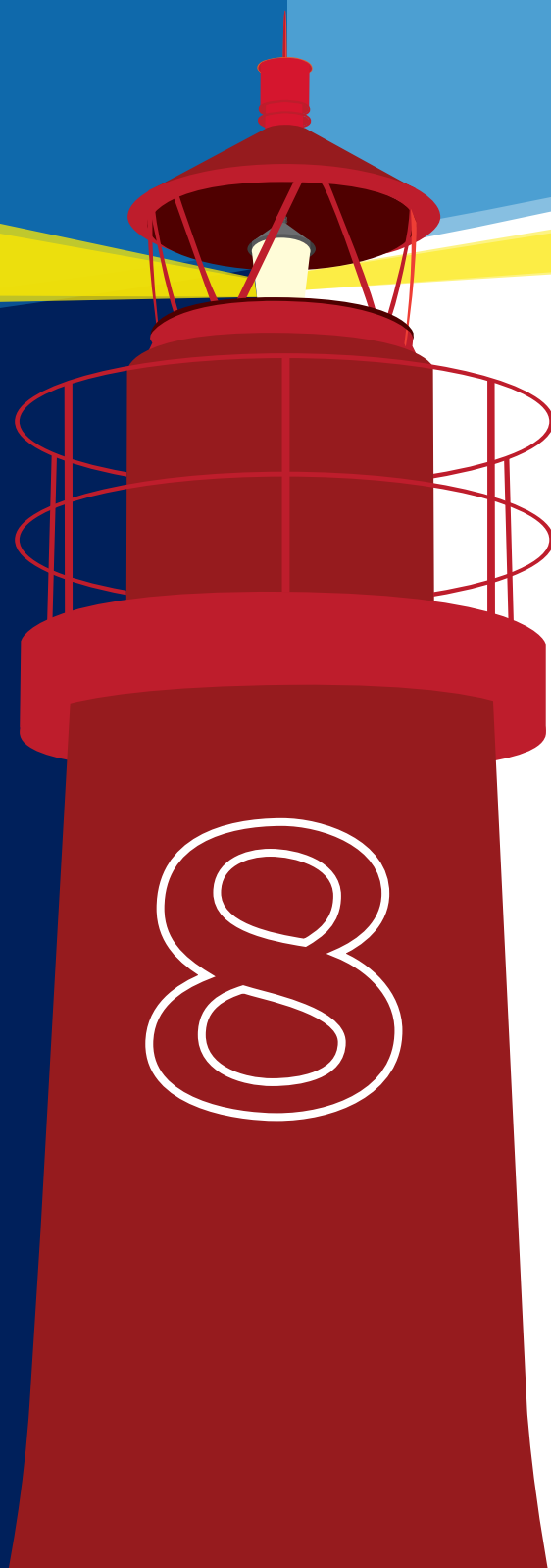
Progress during the year is measured cumulatively. Thus, even if students don’t understand a concept early on, they can still earn a good grade by mastering it by year’s end. Behavior is assessed separately through an online points system.

Paths to Prosperity

- Provide students with as many personalized learning options as possible – even devising new ones as the opportunity arises. This includes, but is not limited to, both choice of school and choice of learning environment (e.g., mastery-based, virtual, blended, accelerated, flipped, unique abilities, hands-on, project-based)
- Deploy funding that follows a student from provider to provider and course to course, rather than being determined by seat time. Such a conversion should be accompanied by cost-based analysis that differentiates between fixed and variable elements of student funding to most accurately determine the personalized allocation
- Provide students with age-appropriate technology that enhances rather than drives the education process. Such tech should give teachers more time for personal, in-depth interaction with students, while familiarizing students with real-world platforms and software
- Expand Reading Scholarship Accounts and learning intervention programs to provide remediation in all academic areas
- Expand the option for schools to practice mastery-based education (MBE) statewide. Students should have personalized paths to success based on mastery, but floors should exist to guarantee at least a year's worth of learning in a year's worth of time. Competencies must be explicit, measurable, and transferable, with students receiving timely, differentiated support based on their learning needs
- Establish a MBE Committee within the Florida Department of Education that would help identify implementation roadblocks and solutions
- Create a statewide MBE professional learning community that would help develop professional development plans, model learning targets, student evaluation tools, and other best practices
- Conduct a statewide awareness campaign, targeted to a wide variety of stakeholders (e.g., teachers, leaders, students, parents, policymakers, at-large public), regarding the nature, need for, and benefits of MBE
- Redefine the Florida Standards in terms of specific hard- and soft-skill learning targets needed to progress from level to level
- Design a modular-based student assessment system that includes portfolios, projects, career-based learning, experiential learning, extended performance tasks, and tests that would be adaptive (for security purposes and to test more in a shorter-period of time), informative as to students' specific skill strengths and challenges, and flexible in terms of timing
- Develop a mastery-based student grading system that rewards ultimate success, separates academic performance from behavioral attributes, and clearly delineates strengths and opportunities for improvement
- Create mastery-based graduation requirements that serve as on-ramps to postsecondary education and/or careers for students. Incent advanced academic or career-technical training for those on track to graduate early. Enable, encourage, and report fifth-year graduations as appropriate
- Develop mastery-based transcripts for use by postsecondary institutions. Enable conversion of mastery-based student evaluations to grade point averages when necessary
- Align state accountability systems with the premises of MBE, especially transparency with regard to specific strengths and opportunities for improvement
- Modify teacher and leader education and professional development programs to include MBE theory and techniques

Beacon #8

**Teachers, leaders,
and advisors
will address the
unique needs of
each adolescent
student.**



As explained in detail in Beacon #3, Every Child Will Be Served By Outstanding Teachers and Leaders, it is vital that the adults in our schools effectively guide their students both inside and outside of the classroom. In the middle grades, this means tailoring instruction and other interaction to the unique needs of adolescents. Personalized learning is even more important when serving students in Grades 4-8 whose diversity is blossoming with each passing year. At this age, academic success is determined as much by individual social-emotional development as it is by papers and tests.

We must begin to understand – Adolescents are Unique

Developmentally, young adolescents face large-scale physical, cognitive, and emotional changes similar in magnitude to those experienced in the birth-to-3 years range — plus the layering of self-consciousness over the combination of physical, intellectual, moral, psychological, and social-emotional transformations. They are no longer kids but not yet adults.

Characteristics of Young Adolescents

Social

- Have a strong need to belong to a group
- Exhibit immature behavior because their social skills frequently lag behind their mental and physical maturity
- Are in search of self
- Desire recognition for their efforts and achievements
- Like facts
- Overreact to ridicule, embarrassment, and rejection
- Are socially vulnerable

Intellectual

- Are in a transition period from concrete thinking to abstract thinking
- Are intensely curious and have a wide range of intellectual pursuits
- Prefer active over passive learning
- Respond positively to opportunities to participate in real-life situations
- Have a strong need of approval/may be easily discouraged
- Are inquisitive/often challenge authority

Emotional

- Experience mood swings
- Need to release energy
- Seek to become increasingly independent
- Are increasingly concerned about peer acceptance
- Tend to be self-conscious
- Believe that personal problems, feelings, and experiences are unique to them
- Exhibit intense concern about physical growth and maturity

Physical

- Experience rapid, irregular growth
- Undergo bodily changes that may cause awkward, uncoordinated movements
- Have varying maturity rates
- Experience restlessness/fatigue
- Need daily physical activity
- Often lack physical fitness
- Have poor eating habits
- Develop sexual awareness

The Middle Grades are Vital to Student Success

Experts agree that the middle grades (upper-elementary to grade 8) are make-or-break years in terms of graduating high school, becoming college and career-ready, and succeeding in life. And the stakes are colossal — including:

- Earnings gains,
- Improved health status and reduced government health spending,
- Reduced crime and criminal justice expenditures and victim costs,
- Reduced welfare costs and other government expenditures, and
- Foregone tax revenue,

The lifetime social gain per high school graduate over a dropout is valued at approximately \$465,000 per student.

“We say, act your age. They are. We say, grow up. Then, we say, don’t act like an adult. We give them so many mixed messages. I think it is really important that we take this age group and really embrace who they are. They are young adolescents and that’s hard because of the inconsistency inherent in this developmental stage.”

— *Middle School Principal*



The Importance of the Middle Grades

“Every day, millions of diverse, rapidly changing 10 to 15-year-olds make critical and complex life choices and form the attitudes, values, and dispositions that will direct their behavior as adults. They deserve an education that will enhance their healthy growth as lifelong learners, ethical and democratic citizens, and increasingly competent, self-sufficient individuals who are optimistic about the future and prepared to succeed in our ever-changing world.

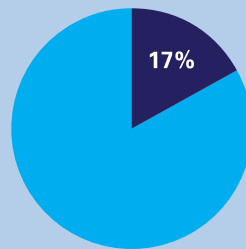
[Thus] the importance of middle level education can never be overestimated. The future of individuals and, indeed, that of society is largely determined by the nature of the educational experiences of young adolescents during these formative years.”

— Association for Middle Level Education

Paths to Prosperity

- Significantly increase the number of Florida teacher/principal preparation and certification programs with specialized middle grades components that, at a minimum:
 - Prepare middle school teachers and principals to understand all facets of young adolescents and their cognitive, physical, social, emotional, and moral/character development, as well as related curriculum and pedagogical needs
 - Require teachers-in-training to take at least two subject area courses in the respective non-education departments and set high content test score requirements
 - Require teacher training programs to provide tools to help teachers address adolescent literacy needs
 - Require early, frequent, and rigorous clinical experiences providing a progressive introduction to young adolescents
- Provide incentives for teaching STEM classes
- Integrate instruction of social-emotional resiliency skills into curricula and practice
- Balance positive behavior supports with firm but fair discipline policies and practices
- Capitalize on technology for personalized instruction (e.g., smart board, Swivl for enhancing group work, 1:1 student devices)

Florida Teacher Preparation



Percentage of Florida's teacher preparation programs that have either a stand-alone, specialized middle grades component or at least one course or experience specific to the middle grades (34th lowest in the nation)

Encourage Pro-social Behavior

Consistently teach, model, and recognize appropriate and positive academic and social behaviors inside and outside the classroom. Require students to take and follow a daily character pledge such as that suggested in Florida law:

- I will be respectful at all times and obedient unless asked to do wrong.
- I will not hurt another person with my words or my acts, because it is wrong to hurt others.
- I will tell the truth, because it is wrong to tell a lie.
- I will not steal, because it is wrong to take someone else's property.
- I will respect my body, and not take drugs.
- I will show strength and courage, and not do something wrong, just because others are doing it.
- I pledge to be nonviolent and to respect my teachers and fellow classmates.

Beacon #9

The disruption caused by school-level transitions will be minimized.



Middle school can be an exciting and terrifying time for students transitioning from elementary to middle school, and the same can be said for students moving from middle to high school. Students are worried about being thrown into an environment of independence and responsibility — an environment significantly different from any educational experience known to date. They are expected to get to and from classes on their own (often on larger and more complex campuses than just a generation before), manage time wisely, use a locker, organize and keep up with materials for multiple classes, be responsible for all classwork and homework from multiple teachers, and at the same time develop and maintain increasingly complicated social lives.

Paths to Prosperity

- Teach students self-advocacy skills so they can drive their own education
- Provide school tours and open houses for students transitioning between schools
- Hold Q&A sessions for parents and students with their next school's teachers, leaders, and support staff
- Require school counselors to meet with their peers serving lower grades to discuss the specific needs of each transitioning student
- Develop activities, clubs, projects, and athletics in which students at different school levels can socialize before, during, and after transitioning
- Provide an adult mentor for each transitioning student, and visibly designate staff to demonstrate willingness to answer student questions during the first few weeks of a student attending a new school
- Establish peer-helpers, mentors, and ambassadors to guide new students, especially those most at-risk of failing, through the transition from one school level to another
- Begin the middle school transition in Grade 4 and departmentalize instruction in Grade 5
- Enable fifth-graders to shadow sixth-graders for a day and provide a six-grade pen pal for each fifth-grader to answer questions and allay fears
- Require pre-attendance orientation time for new middle school students, including activities such as learning how to open lockers, walking through each student's daily schedule, finding restrooms, and practicing lunch room procedures
- Assign middle school students to inter-grade "smaller-unit" teams where they can develop a sense of belonging and have opportunities for socializing

The K-8 Debate

On its face, the solution to the difficulty of transitioning from elementary school (K-5) to middle school (6-8) would appear simple — adopt a K-8 grade configuration model, thus eliminating the transition altogether. But, the reality is not so clear-cut.

K-8 advocates correctly point to research indicating that Florida's K-8 middle-graders perform better academically than their middle school peers, attributing such success to smaller schools and what are often perceived to be more-nurturing school environments. On the other hand, K-8 schools can't provide the wide variety of classes and activities that middle schools afford their students, and it's often not practical from financial and geographical perspectives for all students to be educated in relatively tiny settings.

Therefore, our position is that, while K-8 schools should be utilized for middle grades education whenever practicable, it is vital that *Horizons 2040* middle grades best practices be exercised regardless of school configuration.

Paths to Prosperity Highlights

(See pages 15, 17, 21, 23, 25, 28, 29, 33, 37, and 39 for details)

- Shift the \$3 billion of annual spending on the class size mandate to more proven educational enhancements, such as attracting and retaining high-performing educators; expanding high-quality voluntary prekindergarten programs; providing school districts with a flexible source of funds for specialized student populations, such as English language learners, struggling or at risk students, or students needing intensive reading instruction; expanding the use of technology and personalized methods of school instruction; or reducing class sizes where effective
- Build upon the proven formula of high standards, rigorous assessments, and strong accountability for all Florida students
- Deliver “high quality” voluntary prekindergarten and expand the voluntary prekindergarten experience for those needing of additional instruction
- Ensure that all students perform at or above grade level in reading and math
- Require academic instruction to:
 - 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 such as goal-setting, self-regulated learning, note-taking, decision-making, organization, time and task management, social-emotional self-monitoring and regulation, persistence, practicing physically healthy behavior, communication and conflict resolution, financial literacy, and cooperation and team-building
 - Promote the learning and use of technological/digital tools
 - Integrate relevant co-curricular and extracurricular activities to build academic and social-behavioral skills
- Create a “safe” academic environment in which students do no fear to fail, learn from their mistakes, and try again
- Provide parents and teachers with timely, meaningful, and transparent information regarding student performance, growth, and improvement recommendations
- Invest in quality teachers
 - Provide social/emotional specialized training such as the Yale program at Corbett Preparatory School of IDS and the Learning Alliance Program in the Indian River School District
- Add literacy coaches in all schools to provide coaching and mentoring to all new teachers
- Invest in teacher preparation programs that provide quality instruction
- Pay for performance in teaching by increasing wages to be competitive nationally and with other respected professions
- Significantly increase the number of Florida teacher/principal preparation and certification programs with specialized middle grades components
- Prepare middle school teachers and principals to understand all facets of young adolescents and their cognitive, physical, social, emotional, and moral/character development, as well as related curriculum and pedagogical needs
- Teach district and school leaders how to effectively wear many hats, including being a resource-provider and effective

budgeter; communicator and negotiator; human resource hirer and manager; and chief educator and student evaluator, coach, and cheerleader

- Expand the opportunities that enable students' access to a smaller community within a school in order to ensure a personal connection to school for every child
- Combine positive behavior supports and firm discipline to foster a caring school environment
- Offer community-school, wrap-around services to those in need
- Implement peer-to-peer networks that help students effectively socialize and provide mutual support
- Reduce the average number of students per counselor

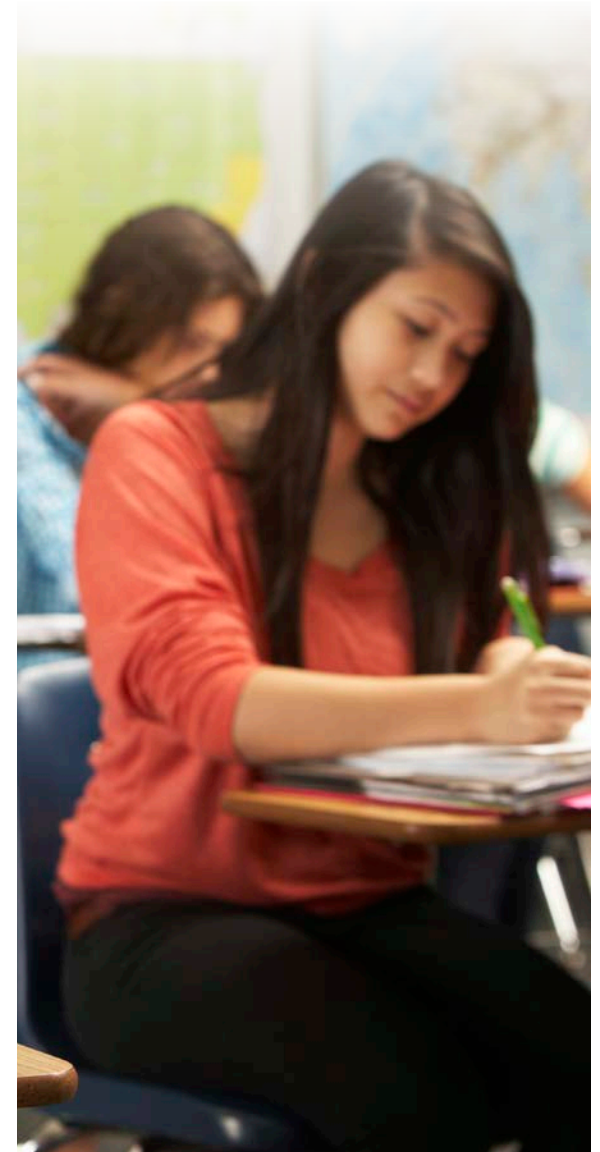


- Create a professional school culture of collaboration, so teachers truly believe they have a voice in, and impact on, the overall success and direction of the school
- Build school environments of mutual care and respect among teachers, leaders, and students
- Require school personnel to consistently teach, model, and recognize appropriate and positive academic and social behaviors inside and outside of the classroom
- Minimize student and teacher absenteeism
- Involve parents and/or extended family in school life to the maximum extent possible, including sharing student academic and behavioral benchmarks and progress; informing them of, and inviting their participation in, school activities and projects; meeting with them on a regular basis; and seeking their input and guidance in educational decisions
- Require school districts to be “portfolio” in nature by maximizing the breadth and depth of school choice options
- Increase the capacities of all choice options to meet market demand
- Provide means-tested transportation services for all school choice options
- Leverage private resources to mitigate the coming school capital-expenditure fiscal tsunami caused by student population growth
- Evaluate every child as soon as possible to determine if he or she would benefit from a non-traditional school or classroom setting. Let such students try different options in order to find the best fit. The state dollar should follow the child
- Ensure that every student has a chosen path for achieving post-graduation success and access to an Internet-based system for tracking that path
- Establish an early warning system to notify students, parents, and counselors

Paths to Prosperity Highlights

on a real time basis if a student's poor performance threatens his or her progress, and intervene as soon as problems are identified

- Promote career and technical education as a viable and valuable path to life success
- Financially incent career and technical education programs that benefit students and Florida's economy
- Develop community partnerships to incent and increase the availability of student internships and other forms of work-based learning
- Give more flexibility to school districts to adopt policies that adapt educational programs to meet specific student needs
- Require teachers and leaders to tailor instruction and other interaction to the unique needs of each student
- Ensure that teachers and leaders set high expectations for every student and clearly communicate those expectations with the belief in the student's ability to succeed
- Provide students with as many personalized learning options as possible, even devising new ones as the opportunity arises
- Expand the option for schools to practice mastery-based education statewide
- Minimize the student disruptions caused by school-level transitions
- Teach students self-advocacy skills so they can drive their own education
- Utilize K-8 schools for middle grades education whenever practicable, though it is more vital that best practices be implemented regardless of school configuration
- Provide an adult mentor for each transitioning student, and visibly designate staff to demonstrate willingness to answer student questions during the first few weeks of a student attending a new school
- Establish peer-helpers, mentors, and ambassadors to guide new students, especially those most at-risk of failing, through the transition from one school level to another
- Provide a central clearinghouse for best educational practices and one-stop shopping for school and programmatic information from the local, state, and national levels



Institute a **LeaderinMe**® Culture

Habit 1 — Be Proactive

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2 — Begin with the End in Mind

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

Habit 3 — Put First Things First

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4 — Think Win-Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

Habit 5 — Seek First to Understand, Then to Be Understood

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6 — Synergize

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

Habit 7 — Sharpen the Saw

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

Habit 8 — Find Your Voice

I let everyone know what I really want. I help others in doing so, too. I express power and creativity in my voice in order to be the best that I can be. I am proud of who I am.



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The Horizons 2040 Project

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