

Orange County Public Schools

Lakemont Elementary



2018-19 Schoolwide Improvement Plan

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Lakemont Elementary

901 N LAKEMONT AVE, Winter Park, FL 32792

<https://lakemontes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"To lead our students to success with the support and involvement of families and the community".

Provide the school's vision statement.

"To be the top producer of successful students in the nation".

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fox, Karl	Principal
Clark, Cynthia	Instructional Coach
Walls, Jan	Teacher, ESE
Thompson, Emily	Instructional Coach
Pinner, Marta	Other
Blackburn, Margaret	Instructional Media
Gjini, Juliette	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Karl Fox (Principal):

- Provides a common vision for the use of data based decision-making, collaborative lesson planning and effective instructional practices and intervention
- Manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the areas of focus for school improvement
- Oversees high quality, ongoing professional development to ensure teacher growth and student achievement
- Maintains communication with all stakeholder groups

Xhuljeta Gjini (Assistant Principal):

- Provides professional development to teachers and staff regarding data management and use to drive instruction
- Ensures that the school based team is implementing MTSS and addressing areas of focus in the SIP
- Conducts assessment of MTSS skills of school staff
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities
- Discipline
- Develops documents necessary to manage and display data that addresses areas of focus identified in the SIP

-Assists in data analysis

Emily Thompson (Instructional Coach):

- Provides professional development to teachers and staff regarding data management and use to drive instruction
- Facilitates all district and state assessments
- Collaborates with staff to ensure student needs are met and SIP areas of focus are addressed
- Provides guidance with K-12 ELA Plan
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP
- Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP
- Common Planning

Marg Blackburn (Instructional Media)

- Provides guidance with K-12 ELA Plan
- Manages school social media accounts
- Assists in planning grade level field trips that align with standards
- Manages K-5 Literacy program
- Manages Accelerated Reader program
- Manages property inventory

Cynthia Clark (Curriculum Resource Teacher):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Ensures implementation of intervention support and documentation
- Common Planning
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP
- Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP
- Provides guidance with K-12 Math Plan
- Facilitates Math Enrichment Program
- Facilitates after school tutoring and STEM program

Jan Walls(Staffing Specialist):

- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP
- Documents interventions and provides follow-up to ensure student success
- Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP

Meg Pinner (CCT):

- Supports ELL students with assessments and strategies for ELL assistance and compliance
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP

Early Warning Systems

Year 2017-18

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	13	21	5	16	11	9	0	0	0	0	0	0	0	75
One or more suspensions	1	0	1	1	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	9	20	2	4	11	10	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	22	22	21	0	0	0	0	0	0	0	65

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	5	6	1	6	7	8	0	0	0	0	0	0	0	33	

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	1	1	5	0	1	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - 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	22	7	16	17	13	11	0	0	0	0	0	0	0	86
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	12	4	14	5	8	14	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	19	14	26	0	0	0	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	1	5	7	7	10	0	0	0	0	0	0	0	38

Year 2016-17 - 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	22	7	16	17	13	11	0	0	0	0	0	0	0	86
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	12	4	14	5	8	14	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	19	14	26	0	0	0	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	1	5	7	7	10	0	0	0	0	0	0	0	38

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Overall Learning Gains decreased by 2 percent from 66% to 64%. Math Overall Learning Gains decreased by 12 percent from 80% to 68%. Math Lowest Quartile Learning Gains decreased 20 percent from 70% to 50%. When looking at historical grading data, the trend fluctuates from year to year.

Which data component showed the greatest decline from prior year?

Our Math Lowest Quartile Learning Gains decreased 20 percent from 70% to 50%.

Which data component had the biggest gap when compared to the state average?

Our ELA Achievement data shows that we are outscoring the state proficiency average by a 16 percent gap.

Which data component showed the most improvement? Is this a trend?

Our ELA Lowest Quartile Learning Gains showed the most improvement with an 8 percent gain from 41% to 49%. When looking at historical grading data, the trend fluctuates from year to year.

Describe the actions or changes that led to the improvement in this area.

After a drop in the ELA Lowest Quartile Learning Gains the previous year, the leadership team determined the need to implement the gradual release model into ELA instruction along with weekly ELA PLC planning meetings to support teachers in their planning. In addition, the District's focus on literacy through the DPLC supported the work of close reading at our school.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	72%	56%	56%	74%	53%	52%
ELA Learning Gains	64%	55%	55%	63%	52%	52%
ELA Lowest 25th Percentile	49%	48%	48%	50%	42%	46%
Math Achievement	75%	63%	62%	70%	56%	58%
Math Learning Gains	68%	57%	59%	58%	54%	58%
Math Lowest 25th Percentile	50%	46%	47%	34%	41%	46%
Science Achievement	68%	55%	55%	64%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13 (22)	21 (7)	5 (16)	16 (17)	11 (13)	9 (11)	75 (86)
One or more suspensions	1 (0)	0 (0)	1 (2)	1 (0)	1 (1)	1 (0)	5 (3)
Course failure in ELA or Math	9 (12)	20 (4)	2 (14)	4 (5)	11 (8)	10 (14)	56 (57)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (19)	22 (14)	21 (26)	65 (59)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	75%	55%	20%	57%	18%
	2017	73%	57%	16%	58%	15%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	68%	54%	14%	56%	12%
	2017	69%	57%	12%	56%	13%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				
05	2018	68%	55%	13%	55%	13%
	2017	64%	51%	13%	53%	11%
Same Grade Comparison		4%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	61%	6%	62%	5%
	2017	76%	63%	13%	62%	14%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	80%	62%	18%	62%	18%
	2017	85%	64%	21%	64%	21%
Same Grade Comparison		-5%				
Cohort Comparison		4%				
05	2018	71%	59%	12%	61%	10%
	2017	67%	56%	11%	57%	10%
Same Grade Comparison		4%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	64%	53%	11%	55%	9%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	33	27	10	24	29					
ELL	38	46	47	54	58	46					
ASN	87			87							
BLK	58	54	42	56	54	27	57				
HSP	59	57	48	70	71	59	59				
MUL	73	70		64	60						
WHT	82	71	58	82	71	50	77				
FRL	62	61	44	67	64	48	60				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	18		26	58	60					
ELL	43	57	38	61	71						
BLK	58	57		67	82		50				
HSP	52	57	41	71	77	86	48				
MUL	92			69							
WHT	88	74	41	86	83	57	84				
FRL	67	60	39	72	78	64	56				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	District Professional Learning Communities (DPLC)-Accelerate student performance in ELA
Rationale	#1-Using close reading strategies, use complex texts as the basis for participating in rigorous discussions and responding to text-dependent questions #2-Use strategies and tools to organize thinking to prepare for writing in response to complex texts, across all content areas
Intended Outcome	Outcome #1-Teachers will use close reading strategies and use content specific complex texts to develop text dependent questions. Outcome #2-Teachers will implement strategies for participating in rigorous discussion and responding to text dependent questions Outcome #3- Teachers and administration will collaborate through standards-based planning and facilitating opportunities for students to select and use strategies for close reading, rigorous discussion, and responding to text dependent questions Outcome #4- Increase the three components of the school grade for ELA; Overall proficiency from 72% to 77%; Overall learning gains from 64% to 74%; Learning gains in the lowest 25 percentile from 49% to 59%
Point Person	Emily Thompson (emily.thompson@ocps.net)
Action Step	
Description	Action step #1-Identify members of the district DPLC team and school-based DPLC team Action step #2- Provide ongoing professional development to teachers as a result of DPLC sessions; build teacher capacity to present professional development to their peers aligned to areas of focus during monthly staff meetings Action step #3- Teachers and administration will meet bi-weekly during PLCs to plan literacy instruction using close reading strategies, create text dependent questions, and use complex texts to participate in rigorous discussions Action step #4-Perform classroom walkthroughs Action step #5- Debrief weekly with leadership team during leadership team meetings using a monitoring template to identify classroom trends Action step #6-Provide additional support and resources to those teachers who still instructional support Action step #7-Provide time for teachers to implement strategies provided through professional development and support Action step #8-Continue the process of peer to peer observations Action step #9- Reflect in order to accelerate and adjust
Person Responsible	Karl Fox (karl.fox@ocps.net)
Plan to Monitor Effectiveness	
Description	#1- Discussion during PLCs #2-Weekly leadership team meetings #3- Data chats with grade level teams #4-Classroom walkthroughs #5-Strategies notated in lesson plans
Person Responsible	Karl Fox (karl.fox@ocps.net)

Activity #2	
Title	Culturally Responsive Plan- Narrowing the Achievement Gap-subgroups
Rationale	To narrow the achievement gap between ELL/ESE subgroups and the whole school
Intended Outcome	Outcome #1- Frontloading content/vocabulary to provide scaffolding Outcome #2- Students properly identified and monitored through the MTSS Process Outcome #3-Teachers collaborating to identify academic trends to adjust instruction/ interventions as needed
Point Person	Cynthia Clark (cynthia.clark@ocps.net)
Action Step	
Description	Action step #1- Provide academic support Action step #2- Build a master schedule with 30 minutes FBS/Enrichment Action step #3- Monitor effectiveness of intervention/enrichment during FBS/ Enrichment times Action step #4- MTSS meetings to document and monitor the tiered support Action step #5- Provide afterschool STEM clubs for grades K-5 Action step #6- Establish PLC for ESE team to monitor instruction Action step #7- Hold biweekly data chats Action step #8- Adjust instruction based on data analysis
Person Responsible	Karl Fox (karl.fox@ocps.net)
Plan to Monitor Effectiveness	
Description	MTSS meetings with teachers and leadership team Weekly PLC meetings to continue to guide the literacy and math frameworks Biweekly data meetings to monitor subgroup data, common assessments and I-ready data
Person Responsible	Karl Fox (karl.fox@ocps.net)

Activity #3	
Title	Mathematical Learning Gains with a focus on increasing overall student learning gains as well as gain in the lowest 25 percentile-Accelerate student performance in Math
Rationale	Lakemont has a high percentage of students that at performing at or above grade level. However, this year, Lakemont experienced a downward trend in learning gains both overall and in the lowest 25 percentile. The plan this year is to increase the percentage of students adequate learning gains.
Intended Outcome	Outcome #1-Through purposeful planning and small group support by implementing the guided math model, overall student performance will increase as well as demonstrate a learning gain both with the overall students population and the lowest 25% of students Outcome #2- Through intentionally planned enrichment opportunities, students performing on or above grade level will increase math proficiency Outcome #3- Increase the three components of the school grade for Math; Overall proficiency from 75% to 80%; Overall learning gains from 68% to 78%; Learning gains in the lowest 25 percentile from 50% to 60%
Point Person	Cynthia Clark (cynthia.clark@ocps.net)
Action Step	
Description	Action step #1-Make the connection between the use close reading strategies and complex texts as a basis for participating in rigorous discussions and responding to text dependent questions across content areas (DPLC) Action step #2-Provide ongoing professional development to teachers as a result of DPLC sessions; build teacher capacity to present professional development to their peers aligned to areas of focus during monthly staff meetings Action step #3- Provide professional development and support on the implementation of the guided math model Action step #4- Through culturally responsive approaches and the guided math model, teachers will provide differentiated math interventions to students in need of support using a variety of strategies to meet the needs of all learners Action step #5- Use the MTSS process to ensure students are properly identified for math interventions Action step #6- Record collaborative processes during PLCs meetings Action step #7- Biweekly data chats to review data and monitor effectiveness of instruction/ interventions Action step #8- Students will be identified for math tutoring opportunities
Person Responsible	Karl Fox (karl.fox@ocps.net)
Plan to Monitor Effectiveness	
Description	#1- Discussion during PLCs to ensure that strategies are being planned and implemented with fidelity. #2- Monitor I-Ready response to instruction data and work with teachers to ensure targeted students are making gains #3- Weekly leadership team meetings to collaborate and discuss trends observed through a shared template #4- Data chats with grade level teams #5- Follow-up classroom walkthroughs to observe strategies in action will support teachers through focused feedback #6- Monitor common assessment data through Google Drive

Person Responsible Karl Fox (karl.fox@ocps.net)

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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

During our 2018-2019 school year, we would like to maintain an active line of communication with all stakeholders to create an optimal learning environment for students. We have a monthly newsletter that is sent home to all families. It contains the principal's message, updated event information, recognition of students of the week, and information about the business partners of the school. Teachers communicate using ClassDojo which allows them to share information about class activities, student behavior, and school events. There are links to vital information such as our School Improvement Plan, SAC and PTO information on the school website. Additionally, each month, a school calendar is sent home with each student with all scheduled activities.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

Lakemont Elementary ensures that the social-emotional needs of all students are being met. We do so by implementing various programs and events to incorporate as many students as possible. There are before and after school clubs in which students may participate. Many of these activities are at no cost, therefore providing an opportunity for all students. If students feel unsafe they are encouraged to share this with their teachers. The CHILL program is funded in part by the Winter Park Health Foundation and serves students who need individual or group counseling. They are referred by teachers and parents. In an effort to be proactive, our guidance counselor also coordinates the character education program through the character trait of the month and lessons during special area classes. Also, students are acknowledged for their good work or attitude. Leopard's Pride is held each nine-week period to recognize students who have made satisfactory effort in school. Students are recognized weekly as Students of the Week and at various other ceremonies throughout the school year. Additionally, Indicator 30 representing learning opportunities and resources according to the Best Practices for Inclusive Education (BPIE) is addressed and understood by stakeholders.

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

Our school holds kindergarten registration and new student orientation events. Parents register their students and receive information about programs available at our school. Students and parents are taken on a tour of our school and visit a kindergarten classroom in action. During August, an evening orientation is offered for parents and students to meet their teachers. Information is provided about the school day and policies followed by a time for Questions & Answers.

Students from our campus are all assigned to the same middle school. Faculty from the middle school visit each of Lakemont's fifth grade classrooms to provide an orientation and information about classes available for sixth grade students. At the end of the school year, fifth grade students go on a field trip to the middle school to visit classrooms and see the campus first hand. Drama, chorus and band students perform for our fifth graders and a tour is provided. Parents are invited to an orientation offered during May.

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.

We utilize an interdisciplinary approach to coordinate and implement MTSS to meet the needs of the whole student in all areas. The MTSS Team is sensitive to individual student differences, and it assumes no given intervention is effective for all students. Members of the MTSS Leadership Team help to coordinate and implement the MTSS process in all K-5 classrooms and monitor data biweekly. In addition, there are planned grade level team data meetings with the members of the MTSS team to discuss ongoing learning goals, student interventions, progress monitoring, materials, and learning gains. Additionally, teachers submit the MTSS Meeting Request Form to discuss issues or concerns on individual students on an ongoing basis. An inventory of MTSS instructional and curricular resources is maintained and available at the school site for use by school personnel.

Supplemental Academic Instruction (SAI) funds have been used to partially fund a resource teacher to the staff for the purpose of providing supplemental instruction for Tier 2 and Tier 3 Intervention groups for our bottom 30th percentile in reading and mathematics.

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

Lakemont Elementary School uses a variety of strategies to advance college and career awareness. These strategies support the Four Keys to College and Career Readiness. To support cognitive strategies, Lakemont Elementary embeds AVID strategies in classrooms (particularly fifth grade) to help prepare students for higher learning. To support key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities, academic field trips, and Teach-In where students can see what they are learning in the classroom in a practical manner. These activities are especially helpful in that students continually understand real world application for their daily classroom activities. To support key transition knowledge and skills, Lakemont's staff and students participate in college spirit days where a variety of higher learning institutions are highlighted and promoted.

Part V: Budget

Total:	\$302,900.00
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