

Polk County Public Schools

George W. Jenkins Senior High



2018-19 Schoolwide Improvement Plan

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George W. Jenkins Senior High

6000 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

<http://schools.polk-fl.net/gjhs>

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)
High School 9-12	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

Our mission is that each student is prompt, polite, and prepared.

Provide the school's vision statement.

Our vision is that each student will graduate with the skills necessary to be successful in college or in a career.

School Leadership Team

Membership

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

Name	Title
Patton, Tom	Principal
Emmerling, Lacy	Assistant Principal
Hiers, William	Assistant Principal
Goodman, Robert	Instructional Technology
Crosby, Erin	Dean
Rawson, Daniel	Dean
Walton, Jonathan	Dean
Provino, Lisa	Instructional Coach
Akins, Ladreda	Assistant Principal
Vancamp, Jane	Other
Corcelles, Taina	Teacher, K-12
Hamid, Linda	Teacher, ESE
Odum, Denise	Teacher, ESE
Durham, Dan	Assistant Principal

Duties

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

Principal (Tom Patton): Provides a common vision for the use of data-based decision making, ensures that the school-based team implements sound instructional practices, conducts evaluations of school staff, ensures implementation/documentation of a multi-tiered system of interventions and supports, ensures that adequate professional development opportunities exist and that these opportunities represent research-based, educational best practices that serve to enhance both the depth and breadth of the campus' instructional capacity. The principal also ensure that appropriate and diverse methods of communication are in place to inform parents and other community stakeholders of school-based plans and activities.

Assistant Principals (Lacy Emmerling, Brad Hiers, Ladreda Akins, Dan Durham): Assist and facilitate

the common vision for the use of data-based decision making, ensure that the school-based team is implementing research-based, effective instructional strategies, conduct both informal and formal assessments of school staff, ensure implementation/documentation of a multi-tiered system of interventions and supports, ensure that adequate professional development opportunities exist and that these opportunities represent research-based, educational best practices that serve to enhance both the depth and breadth of the campus' instructional capacity, and communicate with parents regarding school-based plans and activities.

Deans (Daniel Rawson, Jonathan Walton, Erin Crosby): This group provides information about core instruction, participates in student data collection, helps facilitate instructional and intervention supports, collaborates with staff to improve/implement intervention supports, and integrates materials/instructional techniques within the framework of the district curriculum maps.

Exceptional Student Education(ESE) Teachers (Linda Hamid, ESE Facilitator, Denise Odum, VE): Serve as the facilitator and Lead Teacher for the ESE department and participate in student data collection, integrate core instructional activities/materials into the instructional framework, and ensure that collaboration between ESE teachers and general education teachers are utilized consistently through activities such as consult, co-teaching, and support facilitation.

Reading Coach (Lisa Provino): The reading coach is instrumental in knowing the instructional practices and capacity of our teachers and providing input regarding professional development themes/design that would be beneficial for all staff. She will work with our deans to run an induction program for our new teachers and will ensure that they are monitored, encouraged, and provided with necessary support. She will work closely in designing cohesive lessons in our Reading and English departments in an effort to ensure seamless instruction and to maximize literacy-based efforts.

ELL Instructor (Taina Corcelles): The ELL instructor provides guidance for the ELL plan and participates in the collection, interpretation, and analysis of student data. She facilitates the development of intervention/support plans, provides support for intervention fidelity and documentation, and provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. She also facilitates data-based decision making activities that enhance the effectiveness of instruction delivered to our ELL students.

Student Services Personnel (Guidance Counselors: Laura Chancey, Megan Figarella, Darius Jones, Denise Norgan, Desmore Peters, Deborah Wilk): Professional School Counselors work with students to provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors work with school-based social workers to continue to link child-serving and community agencies to the school and families and ensure that the system of supports on our campus work together to support the students' academic, emotional, behavioral, and social success and promote the well-being of the whole child.

School Success Coach (Jane VanCamp): Our school success coach works to identify students are behind in grade level when compared to their cohort, have a GPA below 2.0, or are otherwise deemed at-risk to not graduate with a diploma. Once identified, she works to build relationships with these students and their families, learn their goals and their strengths/weaknesses, and develop a plan to ensure that they successfully graduate with a diploma. Once a plan is created, she monitors students' progress towards achieving the goals within the plan, ensures that necessary supports are in place, and continually updates the plan of action, as needed. The role of the Success Coach is to ensure that every child, no matter the background or difficulties, has the support needed to graduate with a diploma and a plan for success in life after high school.

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	0	0	0	0	0	0	0	0	0	165	209	177	222	773
One or more suspensions	0	0	0	0	0	0	0	0	0	94	112	60	42	308
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	49	85	85	3	222
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	132	135	90	55	412

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	0	0	0	0	0	0	0	0	0	0	87	91	64	274

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	82	97	68	81	328

Date this data was collected

Tuesday 7/17/2018

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	0	0	0	0	0	0	0	0	0	144	166	183	118	611
One or more suspensions	0	0	0	0	0	0	0	0	0	111	97	81	93	382
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	163	122	58	27	370

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	0	0	0	0	0	0	0	0	0	103	111	62	20	296

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	0	0	0	0	0	0	0	0	0	144	166	183	118	611	
One or more suspensions	0	0	0	0	0	0	0	0	0	111	97	81	93	382	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	163	122	58	27	370	

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	0	0	0	0	0	0	0	0	0	103	111	62	20	296

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?

The data components that performed the lowest are student attendance and learning gains in math (specifically in Geometry). In regards to student attendance, this has certainly been a growing trend and has become one of the major focuses on our campus. Low performance in the area of learning gains in math has recently been identified as a singular area of need. As ELA learning gains have risen, math learning gains have remain consistent.

Which data component showed the greatest decline from prior year?

The data component showing the greatest decline from the prior school year is the achievement of accelerated students who were enrolled in Geometry Honors. A significant number of students who scored a level 3, 4, or 5 on the Algebra 1 EOC in the prior school year saw their score on the Geometry EOC drop from level 3 to level 2, from level 4 to level 3, or from level 5 to level 3 or 4.

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

Our achievement in Geometry had the biggest gap when compared to the state average. The average pass rate statewide was 57%. George Jenkins High School had a pass rate of 41%.

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

The data component that showed the most improvement was both our ELA Learning Gains as a whole, and our ELA Learning Gains in the Lowest 25%. After several years with significantly lower learning gain numbers in these areas, this is the first year of marked improvement. However, the professional development and instructional supports that contributed to this improvement will remain in place and should ensure that this improvement does, in fact, become a trend.

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

The actions or changes that led to improvement in the area of ELA Learning Gains were increased professional development and oversight, increased collaboration between the Reading and English departments, and attention to individual teacher data and growth.

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	54%	46%	56%	55%	44%	52%
ELA Learning Gains	55%	47%	53%	51%	45%	46%
ELA Lowest 25th Percentile	49%	39%	44%	38%	37%	38%
Math Achievement	48%	44%	51%	30%	32%	43%
Math Learning Gains	39%	42%	48%	27%	31%	39%
Math Lowest 25th Percentile	44%	38%	45%	32%	35%	38%
Science Achievement	72%	65%	67%	56%	54%	65%
Social Studies Achievement	70%	63%	71%	66%	64%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	165 (144)	209 (166)	177 (183)	222 (118)	773 (611)
One or more suspensions	94 (111)	112 (97)	60 (81)	42 (93)	308 (382)
Course failure in ELA or Math	49 (0)	85 (0)	85 (0)	3 (0)	222 (0)
Level 1 on statewide assessment	132 (163)	135 (122)	90 (58)	55 (27)	412 (370)

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
09	2018	57%	43%	14%	53%	4%
	2017	49%	43%	6%	52%	-3%
Same Grade Comparison		8%				
Cohort Comparison						
10	2018	50%	42%	8%	53%	-3%
	2017	51%	40%	11%	50%	1%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	59%	12%	65%	6%
2017	61%	51%	10%	63%	-2%
Compare		10%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	57%	13%	68%	2%
2017	71%	56%	15%	67%	4%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	60%	3%	62%	1%
2017	37%	43%	-6%	60%	-23%
Compare		26%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	41%	41%	0%	56%	-15%
2017	39%	34%	5%	53%	-14%
Compare		2%			

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	21	47	42	18	24	24	46	33		69	17
ELL	17	56	50	29	47			36		75	27
ASN	60	62		44	18		94	60			
BLK	35	45	44	28	34	33	68	49		82	36
HSP	48	56	54	41	45	55	71	67		87	60
MUL	51	60	45	44	29	33	75	76		85	71
WHT	63	56	48	59	41	48	72	78		90	57
FRL	43	52	50	36	37	39	66	59		81	43
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	9	29	30	16	38	31	16	43		66	22
ELL	16	23	27	21	35	31	31	47		63	8
ASN	60	50		54	47		88	82		90	53
BLK	31	40	28	29	36	30	40	53		76	31
HSP	45	36	33	30	30	29	61	67		86	51
MUL	42	44	30	40	50	29	52	78		100	57
WHT	59	50	45	47	42	35	67	78		91	58
FRL	38	39	31	30	32	29	49	61		78	39

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	Geometry Learning Gains/Achievement
Rationale	Achievement and Learning Gains in Geometry were identified as our lowest performing data component and our single largest opportunity for improvement and growth. A focus on unpacking the standards and teaching to their true intent, combined with an intentional approach to assessments and monitoring student data are needed to create positive growth in our Geometry achievement numbers. The administration will work to be intentional in the scheduling of students to ensure that students are in the right class, at the right time, with the right teacher.
Intended Outcome	The intended outcome is to see a three percentage point increase in achievement on the Geometry End of Course Exam, a five percentage point increase in learning gains on the Geometry End of Course Exam, and a five percentage point increase in the learning gains of the lowest twenty five percent on the Geometry End of Course Exam.
Point Person	William Hiers (william.hiers@polk-fl.net)
Action Step	
Description	<p>1) Selectively schedule students based on test scores, with an emphasis of having the right students, in the right class, with the right teacher.</p> <p>2) Monthly Professional Development for Geometry teachers, including LSI PD focused on assessment/instruction, and PD focused on unpacking the standards and increasing the rigor in the classroom.</p> <p>3) Meet with individual teachers at the beginning of the year and then quarterly regarding student data. The student data pulled will drive necessary shifts in instructional and assessment practices in the classroom.</p>
Person Responsible	William Hiers (william.hiers@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>1) Evaluating student data and class rosters will show that students were appropriately scheduled to ensure that instruction is appropriate.</p> <p>2) Documentation (notes, sign-in sheets) of LSI Professional Development sessions and documentation of collaboration focused on unpacking the standards and increasing rigor in instruction will show that these professional development opportunities are consistently occurring and focused on research-based best practices in instruction.</p> <p>3) Assessment results used in data chats, copies of formative assessments and their results, and adjusted lesson plans will document that quarterly meetings focused on student data are having an impact on the design and implementation of both instructional and assessment practices in the classroom.</p>
Person Responsible	Tom Patton (tom.patton@polk-fl.net)

Activity #2	
Title	ELA Writing
Rationale	Achievement data indicated a significant increase in the writing ability of our students. However, a continued emphasis on writing is deemed a significant area of focus due to the need to continue the upward trend of achievement numbers. Although several professional development initiatives were implemented last school year that certainly contributed to the increase in achievement level, an opportunity exists to capitalize on this growth and bring new teachers in the English department up to speed.
Intended Outcome	The intended outcome is to see a growth of two percentage points in the ELA achievement rate, a two percentage point increase in ELA learning gains, and a two percentage point increase in the achievement of our lowest twenty five percent.
Point Person	Lacy Emmerling (lacy.emmerling@polk-fl.net)
Action Step	
Description	<p>1) English teachers and Reading teachers will meet in their weekly common planning meetings. The purpose of these common planning meetings is to allow teachers to unpack standards, develop lesson plans that teach to the true intent/depth of those standards, create assessments that both informally and formally assess student understanding of the standards, and use student achievement data to drive lesson plan design moving forward.</p> <p>2) English and Reading teachers will participate in a monthly professional development session with the reading coach that will focus on unpacking the standards and building lessons that reach the depth of the standards.</p> <p>3) English teachers will attend a monthly professional development session that focuses on Writing and integrating effective, research-based writing instruction seamlessly into lesson plan designs. These professional development sessions will be led by Mr. Walton, one of our deans, who has successfully incorporated highly effective/successful writing instruction into the English classroom, as evidenced by his students' FSA ELA Writing results.</p> <p>4) The English and Reading departments will develop and follow a set of understood guidelines that outline how Reading teachers will incorporate writing instruction into their lesson designs and how English teachers will incorporate reading instruction into their lesson designs.</p>
Person Responsible	Lisa Provino (lisa.provino@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>1) Weekly common planning meetings will be documented/evidenced by sign-in sheets, agendas, and lesson plans and assessments that have been collaboratively developed.</p> <p>2) The reading coach will document monthly professional development focused on unpacking the standards by maintaining sign-in sheets, agendas from meetings, and reporting monthly to the APC.</p> <p>3) Mr. Walton will maintain sign-in sheets and agendas from his writing professional development sessions and will report monthly to the APC.</p> <p>4) The guidelines for Reading and English teachers that dictate how reading and writing instruction will look in each others' rooms will be produced prior to the start of school, communicated on a regular basis, and used as the expected method of designing lessons.</p>
Person Responsible	Lacy Emmerling (lacy.emmerling@polk-fl.net)

Activity #3	
Title	Increase Student Attendance
Rationale	Student attendance is the single-largest driving factor in student achievement. When students miss instructional time, there is a significantly detrimental impact on their ability to acquire essential information, retain information from prior instruction, and perform effectively on classroom and state assessments.
Intended Outcome	Student attendance data will show a 5 percentage point decrease in the number of students who miss ten or more days of attendance.
Point Person	Dan Durham (dan.durham@polk-fl.net)
Action Step	
Description	<p>1) Student attendance will be monitored by Mr. Durham, assistant principal. Attendance reports will be run weekly, in an effort to identify students who are becoming habitually absent from school. These reports will be the starting point to identifying, problem solving, and monitoring students who make these lists.</p> <p>2) Mr. Durham will maintain ongoing communication with teachers regarding student attendance. Teachers will communicate to Mr. Durham when they identify students who are becoming habitually absent, and an ongoing, thorough line of communication will continue while the problem-solving process is in progress.</p> <p>3) Mr. Durham will utilize the school social worker and school success coach, as needed, to assist in developing and monitoring problem-solving plans for students.</p>
Person Responsible	Dan Durham (dan.durham@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>1) Printed copies of reports will be maintained and referenced, as needed. Student attendance files will be developed and maintained throughout the year and will include all documentation developed for each student.</p> <p>2) Emails and attendance conferences will demonstrate an ongoing, thorough line of communication between Mr. Durham and teachers.</p> <p>3) Student attendance files will include documentation of attendance meetings with the school social worker and notes from meetings with the school success coach, as deemed appropriate. School social worker involvement will primarily be used to improve the attendance of students who are 16 years old or younger, while our school success coach will target students whose attendance is leading to failing grades and, perhaps, students not earning an appropriate number of credits.</p>
Person Responsible	William Hiers (william.hiers@polk-fl.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.

Parental involvement is key to the success of George Jenkins. Our Academic Booster Club meets once a month and is made up of parents, staff, and community members and serve to support the students and teachers. The Academic Booster Club along with the School Advisory Committee are a voice to the administration and collaborate with the administration to carry out our mission and vision. In addition our school has over 40 other advisory boards and booster organizations that provide communication between the school and parents.

We strive to keep parents informed about their child's academic achievement through the Parent Portal which provides instant information. We also utilize our phone system, electronic marquee, newsletter, and website to keep information up to date for parents. Each winter/spring we host an informational night to showcase our career academies, AP courses, student organizations, and athletics to incoming freshman and current students. During the summer we host a Freshman Drop In for incoming parents and students to receive information and become involved in the school.

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.

Our guidance counselors are consistently available for any student who needs social-emotional support. They are visible at school functions and take an active role in the development of the students that they are charged with. George Jenkins has a School Resource Deputy who is also available to meet with students in need and refer them to any services that may be needed. Teachers are trained yearly to be alert for and refer students who may be battling depression or other social-emotional difficulties and are diligent in reporting students who may need additional help. Additional district support staff visit on a regular basis to support guidance counselors with the social and emotional needs of students.

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

Our incoming freshman class is targeted in January prior to the freshman year. We host a parent/student night that showcases our career academies, AP courses, clubs, and athletics for students to be involved in. Freshman Orientation is scheduled in the evening, separate from Upperclassmen Orientation, and provides an opportunity for incoming freshmen to familiarize themselves with our campus, club and sports opportunities, and school procedures. During the freshman year our guidance staff meets with every freshman to discuss the next three years and post-secondary options. Each year after the student meets the guidance staff to review the same information and help explore more options. During the junior year a focus is placed on the post-secondary level with college and career fair and meetings with guidance staff. This focus continues as the student prepares for the senior year where several dual enrollment and AP courses are offered. During the senior year, the guidance staff along with the senior level teachers assist student with the college application process, exploring scholarship opportunities, and complete a check list for graduation requirements.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team meets once a week to discuss and identify needs of the students and staff. Each team member provides input on academic instruction, student concerns, dropout prevention, professional development, policies, and facility issues. The team works together to address the issues/concerns and the implementation of policies. Input from the School Advisory Committee, Academic Booster Club, and Career Academy Advisory Boards are also brought to the group during these meetings. The leadership team provides insight to the principal so that he can make decisions which determine how to apply resources for the highest impact.

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

Each fall we host a college and career fair for all juniors and seniors to attend. In addition we have universities and businesses that visit the school throughout the year to recruit students and provide information about various opportunities. Our guidance department has a college and career center that students can visit to receive more information. Reach Higher Polk was created last year in an attempt to make students aware of opportunities that exist with both College and Career. As part of the Reach Higher Polk initiative, our guidance office offered a FAFSA night and invited students and parents to come into our Media Center and complete the FAFSA form for financial aid. Our guidance counselors were available to assist in the completion of the FAFSA. Several of our teachers also assist students before and after school with college/university applications and scholarship applications. All of our career academies offer exposure to industry/community organizations and several of these relationships have led to formal internships or job opportunities.

Part V: Budget

Total:

\$0.00