Lake Placid High School

2018-19 Schoolwide Improvement Plan

Table of Contents

Lake Placid High School

202 GREEN DRAGON DR, Lake Placid, FL 33852

http://www.highlands.k12.fl.us/~lph/

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 PK, 9-12	Yes	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

School Board Approval

This plan is pending approval by the Highlands 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.

Recognizing that education is a major component in preparing students to become productive members in a diverse society the staff at Lake Placid High School, in cooperation with our stakeholders, is committed to providing an educational setting focused on "Empowering the Leaders of Tomorrow."

Provide the school's vision statement.

"Empowering the Leaders of Tomorrow"

Lake Placid High School's vision statement is supported by its core beliefs.
We Believe that
• All students can learn
• All people have value and can add value
• Embracing diversity strengthens communities
• Family is the first and most powerful influence on a persons life
• Individuals are responsible for their choices and actions
• Honesty and integrity are vital
• Lifelong learning is essential for individuals and communities to flourish

School Leadership Team

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

Name	Title
Tunning, Kevin	Principal
Peeples, Vann	Teacher, K-12
Corley, Jennifer	Instructional Coach
Sohn, Melissa	Teacher, K-12
Holden, Jason	Teacher, K-12
Rapp, Holly	Assistant Principal
Wilson, Marie	School Counselor
Ramirez, Jose	Teacher, K-12
Jackson, Terry	Teacher, ESE
Irwin, David	Instructional Technology
Elliott, Sharla	Teacher, K-12
Morgan, Scott	Teacher, K-12

Duties

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

At the end of the 2018 school year, Lake Placid High School established a task force we call the Curriculum Leadership Team. The Curriculum Leadership Team is comprised of ten faculty members

who were eager to assume the challenge to carry out an in-depth analysis of our current program, evaluate the results of pilot projects in the classroom, and research the different options available that could truly support our excellent program and take it to the next level.

Each curriculum leader is asked to do the following:
? Embrace the dynamic role and go beyond expectations
? Establish new directions
? Align people and resources
? Motivate participants and aid school improvement processes

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	53	46	42	44	185
One or more suspensions	0	0	0	0	0	0	0	0	0	63	47	32	0	142
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	101	95	34	64	294
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	109	70	39	12	230

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	82	43	16	6	147

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	0	0	0	0	

Date this data was collected
Tuesday 7/24/2018

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	57	80	23	25	185
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	76	30	10	5	121
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	73	81	34	9	197

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	0	0	0	

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	57	80	23	25	185
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	76	30	10	5	121
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	73	81	34	9	197

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	0	0	0	

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 9th grade performed the lowest. This is not a trend.

Which data component showed the greatest decline from prior year?

ELA 9th grade showed the greatest decline from 56% to 28% proficiency.

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

The state average for ELA 9th grade was 53% and LPHS scored 28% which leaves a difference of 25% compared to the state average.

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

ELA 10th grade improved from 38% to 53% which is an increase of 15%. This is not a trend.

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

The willingness of our English Coach, Reading Coach, and English department to learn the Instructional Practice Guide tool and to use it to visit other classrooms, reflect on their teaching, and make adjustments based on their findings was the biggest contributor to growth in ELA.

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	41%	43%	56%	37%	40%	52%
ELA Learning Gains	45%	47%	53%	38%	39%	46%
ELA Lowest 25th Percentile	36%	34%	44%	37%	31%	38%
Math Achievement	48%	47%	51%	37%	36%	43%
Math Learning Gains	48%	44%	48%	29%	29%	39%
Math Lowest 25th Percentile	43%	41%	45%	36%	30%	38%
Science Achievement	58%	55%	67%	60%	53%	65%
Social Studies Achievement	67%	65%	71%	71%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	53 (0)	46 (0)	42 (0)	44 (0)	185 (0)
One or more suspensions	63 (57)	47 (80)	32 (23)	0 (25)	142 (185)
Course failure in ELA or Math	101 (76)	95 (30)	34 (10)	64 (5)	294 (121)
Level 1 on statewide assessment	109 (73)	70 (81)	39 (34)	12 (9)	230 (197)

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	28%	40%	-12%	53%	-25%
	2017	56%	49%	7%	52%	4%
Same Grade Comparison		-28%				
Cohort Comparison						

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
10	2018	53%	50%	3%	53%	0%	
	2017	38%	40%	-2%	50%	-12%	
Same Grade Comparison		15%					
Cohort Comparison		-3%					

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	56%	54%	2%	65%	-9%
2017	54%	47%	7%	63%	-9%
Compare		2%			

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	64%	63%	1%	68%	-4%
2017	68%	60%	8%	67%	1%
Compare		-4%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	43%	53%	-10%	62%	-19%
2017	60%	67%	-7%	60%	0%
Compare		-17%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	56%	-8%	56%	-8%
2017	45%	45%	0%	53%	-8%
Compare		3%			

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	11	34	35	28	54		21	18		32	
ELL	6	18	17								
BLK	13	41	50	32	31		40	35		69	17
HSP	37	40	32	45	44	39	51	73		76	43
WHT	49	52	32	55	55	55	67	70		79	36
FRL	34	44	38	45	48	44	49	66		71	37
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	8	26	28	10	36	38	21	38		39	42
BLK	10	24	24	20	28	22	23	62		59	11
HSP	38	37	34	47	39	40	60	62		77	49
MUL	73	50									
WHT	58	49	39	54	43	29	60	73		73	45
FRL	37	38	33	43	38	36	47	66		68	38

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	ELA
Rationale	ELA proficiency dropped from 46% in 2016-17 to 41% in 2017-18.
Intended Outcome	By spring 2019, the percentage of ELA students meeting or exceeding grade-level proficiency on the reading state assessment will increase from 41% to 46%.
Point Person	Jennifer Corley (corleyj@highlands.k12.fl.us)

Action Step	
Description	1. All teachers will work on a collaborative team. 2. Teachers implement a guaranteed and viable curriculum--a curriculum that contains the most important or essential knowledge and skills students need with time to learn them--on a unit-by-unit basis. (What do we expect students to know and be able to do?) 3. Teams monitor student learning in an ongoing assessment process that includes team-developed common formative assessments. (How will we know if students have learned it?) 4. Teams use the results of common assessments to improve individual practice, build team capacity to achieve goals, and intervene in or extend student learning. (How will we respond if students have not learned?/How will we respond if students have already learned?) 5. The school provides a system of teacher, team, and school wide interventions and extensions (AVID, Kagan, IPG walk throughs, Elements of an Effective Lesson, protected time for collaboration, purposeful study hall placement of students, ESE support facilitation)
Person Responsible	Melissa Sohn (sohnm@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Attend weekly PLC meetings. 2. Review documentation of lesson plans that include elements of an effective lesson. 3. Participate in data chats using progress monitoring results (CommonLit). 4. Classroom walk throughs using the IPG.
Person Responsible	Kevin Tunning (tunningk@highlands.k12.fl.us)

Activity #2	
Title	Biology
Rationale	Biology proficiency increased from 55% in 2016-17 to 58% in 2017-18.
Intended Outcome	By spring 2019, the percentage of biology students meeting or exceeding grade-level proficiency on the biology EOC will increase from 58% to 61%.
Point Person	Sharla Elliott (elliotts@highlands.k12.fl.us)

Action Step	
Description	1. All teachers will work on a collaborative team. 2. Teachers implement a guaranteed and viable curriculum--a curriculum that contains the most important or essential knowledge and skills students need with time to learn them--on a unit-by-unit basis. (What do we expect students to know and be able to do?) 3. Teams monitor student learning in an ongoing assessment process that includes team-developed common formative assessments. (How will we know if students have learned it?) 4. Teams use the results of common assessments to improve individual practice, build team capacity to achieve goals, and intervene in or extend student learning. (How will we respond if students have not learned?/How will we respond if students have already learned?) 5. The school provides a system of teacher, team, and school wide interventions and extensions (AVID, Kagan, IPG walk throughs, Elements of an Effective Lesson, protected time for collaboration, purposeful study hall placement of students, ESE support facilitation)
Person Responsible	Sharla Elliott (elliotts@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Attend weekly PLC meetings. 2. Review documentation of lesson plans that include elements of an effective lesson. 3. Participate in data chats using progress monitoring results. 4. Classroom walk throughs using the IPG.
Person Responsible	Kevin Tunning (tunningk@highlands.k12.fl.us)

Activity #3	
Title	Math
Rationale	Math proficiency showed no change from 48% in 2016-17 to 48% in 2017-18.
Intended Outcome	Math proficiency wiill increase from 48% in 2016-17 to 51% in 2017-18.
Point Person	Vann Peeples (peeplev@highlands.k12.fl.us)

Action Step	
Description	1. All teachers will work on a collaborative team. 2. Teachers implement a guaranteed and viable curriculum--a curriculum that contains the most important or essential knowledge and skills students need with time to learn them--on a unit-by-unit basis. (What do we expect students to know and be able to do?) 3. Teams monitor student learning in an ongoing assessment process that includes team-developed common formative assessments. (How will we know if students have learned it?) 4. Teams use the results of common assessments to improve individual practice, build team capacity to achieve goals, and intervene in or extend student learning. (How will we respond if students have not learned?/How will we respond if students have already learned?) 5. The school provides a system of teacher, team, and school wide interventions and extensions (AVID, Kagan, IPG walk throughs, Elements of an Effective Lesson, protected time for collaboration, purposeful study hall placement of students, ESE support facilitation)
Person Responsible	Vann Peeples (peeplev@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Attend weekly PLC meetings. 2. Review documentation of lesson plans that include elements of an effective lesson. 3. Participate in data chats using progress monitoring results (i-Ready). 4. Classroom walk throughs using the IPG.
Person Responsible	Holly Rapp (rapph@highlands.k12.fl.us)

Activity #4	
Title	U.S. History
Rationale	U.S. History proficiency dropped from 68% in 2016-17 to 67% in 2017-18.
Intended Outcome	By spring 2019, the percentage of U.S. History students meeting or exceeding grade-level proficiency on the U.S. History EOC will increase from 67% to 70%.
Point Person	[no one identified]

Action Step	
Description	1. All teachers will work on a collaborative team. 2. Teachers implement a guaranteed and viable curriculum--a curriculum that contains the most important or essential knowledge and skills students need with time to learn them--on a unit-by-unit basis. (What do we expect students to know and be able to do?) 3. Teams monitor student learning in an ongoing assessment process that includes team-developed common formative assessments. (How will we know if students have learned it?) 4. Teams use the results of common assessments to improve individual practice, build team capacity to achieve goals, and intervene in or extend student learning. (How will we respond if students have not learned?/How will we respond if students have already learned?) 5. The school provides a system of teacher, team, and school wide interventions and extensions (AVID, Kagan, IPG walk throughs, Elements of an Effective Lesson, protected time for collaboration, purposeful study hall placement of students, ESE support facilitation)
Person Responsible	Jose Ramirez (ramirezj@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Attend weekly PLC meetings. 2. Review documentation of lesson plans that include elements of an effective lesson. 3. Participate in data chats using progress monitoring results. 4. Classroom walk throughs using the IPG.
Person Responsible	Holly Rapp (rapph@highlands.k12.fl.us)

Activity #5	
Title	Attendance
Rationale	Daily attendance rate in 2017-18 was 88.9%.
Intended Outcome	Daily attendance will increase from 88.9% in 2017-18 to 92% in 2018-19.
Point Person	Holly Rapp (rapph@highlands.k12.fl.us)
Action Step	
Description	1. Monitor student absences through the SARC process. 2. Teachers monitor absences during study hall. 3. Refer students to school social worker who demonstrate excessive absences.
Person Responsible	Holly Rapp (rapph@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1. Hold weekly SARC meetings with the attendance clerk, parents, students, and school social worker. 2. Visit study halls to help teachers and students monitor absences. 3. Follow up with school social worker after meeting with students referred for excessive absences.
Person Responsible	[no one identified]

Activity #6	
Title	Discipline
Rationale	Percent of students receiving 6 or more referrals in 2017-18 was 3.0%.
Intended Outcome	Percent of students receiving 6 or more referrals in 2018-19 will decrease to 2.0%.
Point Person	Holly Rapp (rapph@highlands.k12.fl.us)
Action Step	
Description	1. Create early interventions by implementing lunch detentions. 2. Implement period-by-period ISS. 3. Weekly meetings with deans and SRO to identify potential problems develop intervention strategies.
Person Responsible	Holly Rapp (rapph@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1. Monitor number of assigned lunch detentions. 2. Monitor number of assigned ISS periods and days. 3. Review effectiveness of intervention strategies during dean and SRO meetings to curb potential problems.
Person Responsible	[no one identified]

Activity #7	
Title	College and Career Acceleration
Rationale	College and Career proficiency dropped from 42% in 2016-17 to 37% in 2017-18.
Intended Outcome	By spring 2019, the percentage students meeting or exceeding College and Career proficiency will increase from 37% to 42%.
Point Person	Marie Wilson (wilsonm@highlands.k12.fl.us)
Action Step	
Description	1. Identify and intentionally schedule students who would benefit from CTE , AP, and DE coursework. 2. Monitor student progression through college and career courses. 3. Use AVID to prepare students to be successful in college and career courses.
Person Responsible	Marie Wilson (wilsonm@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1. Review nine week progress of students enrolled in CTE, AP, and DE coursework with guidance. 2. Create a master schedule that allows students access to courses needed to progress through college and career courses. 3. Review success rate of AVID students in college and career courses with AVID teachers.
Person Responsible	Kevin Tunning (tunningk@highlands.k12.fl.us)

Activity #8	
Title	Graduation Rate
Rationale	Graduation rate increased from 73% in 2016-17 to 77% in 2017-18.
Intended Outcome	By spring 2019, the percentage of students graduating will increase from 77% to 80%.
Point Person	Marie Wilson (wilsonm@highlands.k12.fl.us)
Action Step	
Description	1. Use EDIS to monitor Early Warning Systems. 2. Continue partnership work with Franklin Coker from Project 10 to assist and better service our ESE population. 3. Enroll students into credit recovery course and monitor progress to ensure completion. 4. Study hall teachers review student academic history, grades, and state assessment progress. 5. Schedule students take tests to receive concordant scores or obtain a waiver for state assessments.
Person Responsible	Marie Wilson (wilsonm@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1. Meet monthly with guidance to discuss Early Warning System identified students. 2. Meet monthly with lead ESE Teacher and Franklin Coker to monitor ESE population. 3. Meet monthly with guidance and credit recovery teacher to monitor student progress. 4. Weekly study hall visits to help students and teachers monitor academic history, grades, and state assessment progress. 5. Review score updates of concordant scores provided by Teresa Ware.
Person Responsible	Kevin Tunning (tunningk@highlands.k12.fl.us)

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.

The school plans to increase awareness of school sponsored activities by using the Connect-Ed phone system, Remind, parent letters, announcements posted on the school web site, school social media sites, and in local newspapers, and by posting information on the school marquee.

Several of the same strategies will be used to increase parental involvement in school programs such as

AVID, STEM and SAC, etc by advertising meetings with Connect-Ed phone system, online parent grade viewer, and posting information on the school marquee and the school web site.

The school schedule also provides for an open house, grade level scheduling nights, and other opportunities for parents and community to meet with school personnel. Parents are invited to numerous activities on campus both during the day and in the evenings.

The AVID program at Lake Placid High School also conducts family nights twice a year to introduce parents to the AVID program and the benefits that it provides for students at LPHS. Parents are invited to come to family nights to participate in different teaching strategies that are led by the students, and it gives parents an opportunity to review their child's progress by visiting the AVID classroom, reviewing student produced work, and meeting with the AVID Site team members. The AVID Program also utilizes Remind to communicate with parents and has also started an AVID social media site where parents can stay informed on the many events associated with AVID.

We maintain a Lake Placid High School Facebook page for the school newspaper "The Legend". Through "The Legend", parents are instantaneously informed of upcoming events and even the results of sports teams. Parents who do not participate on social media sites are also informed through printed editions of "The Legend".

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students at our school with documented needs for counseling, mentoring, or other pupil services are referred to the school pyschologist, social worker, occupational therapist, physical therapist, or outside agency contracted by the school board to serve our students. Students without documented needs are referred to the correct student services department at the district office or with permission to the outside agency.

In addition to this we try to work closely with parents to direct them to outside agencies that can help them with their students. When necessary we meet with the Children's Advocacy Center in joint meetings where several agencies come together on the behalf of a single child or family. Both the school and the district utilize every available avenue to help our students.

For students with less severe social-emotional needs we have two certified guidance counselors as well as a lead ESE teacher to meet with students. Our students have an Academic Advisement Period to help monitor grades but can also serve as an advisement period with the teacher they meet with everyday Monday -Thursday for 45 minutes.

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

8th grade students attend an orientation presented by LPHS staff members in the Spring of each year. They also attend an open house in August to orient themselves with the building, pick up their class schedules and meet their teachers. A representative of the guidance department spends time each spring of the year at the middle school visiting classrooms then meeting with students individually.

Seniors preparing to graduate have the opportunity to go to our local state college for a visit during their senior year as well as attend a college night our district provides in the fall of each year.

LPHS Guidance Department holds an informational meeting for all Seniors and their parents to offer

information regarding Bright Futures, FAFSA, and other College Admissions Information. This meeting is always well attended. Seniors are given newsletters, scholarship information, and help students with ACT/SAT registration.

AVID and STEM students are given the opportunity two times a year to visit colleges for a tour of the campus and informational meetings. This is in addition to the trip to South Florida State College in Avon Park.

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.

Title 1- LPH is a Title 1 School this year..

Title 1- Migrant- Provides services to migrant students, identified by the District Office, (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and to provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education are an integral part of the Migrant Program.

Title 1 Part D- Provides services to children who are delinquent or neglected.

Title 11,Part A- Provides for teachers' professional development and supports all teachers and paraprofessionals to be highly qualified.

Title 111- Supports activities to assist students to become proficient in English and supports teacher professional development in ELL strategies and in parent involvement and education.

Title X- Homeless- Student services coordinates with Title 1, Part A to provide resources (clothing, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)- SAI Funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers.

Violence Prevention Programs- the district offers a non-violent and anti-drug program, which incorporates field trips, community service, drug testing, and counseling for students.

Nutritional Programs- District Food Service Department facilitates grant funding to provide fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Housing Programs- Head Start- and Adult Education are not applicable to our school.

Career and Technical Education- Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged and handicapped students in grades 7-12. Title VI supports the operation of the Career Academy by providing professional development and resources for progress monitoring.

Job Training- A partnership with the city of Lake Placid and surrounding areas provides students with a

job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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

The guidance counselors at LPHS meet individually with students at least two times per year to verify that the student is on track to graduate and prepared to attend a two or four year university, vocational program, the service, or the work force. During the student's junior and senior year this number increases since many student choices are changed during the last two years based on the success during the first two years.

Colleges frequently visit the schools during lunches, and students can talk one-on-one with the representative. LPHS advertises college nights offered in our area and hosts a Senior night for students and parents to discuss financial aid, college entrance requirements, and Bright Futures. In numerous classrooms during the four years, the students are given presentations by visiting business members, armed forces representatives, and post secondary academic and vocational schools.

Several times a year we have representatives from the different Armed Forces set up during lunches to share information with students.

Juniors are invited to a Career Fair at the local state college once a year to create awareness regarding businesses available in our area.

AVID and STEM students are given the opportunity two times a year to visit colleges for a tour of the campus and informational meetings. This is in addition to the trip to South Florida State College in Avon Park.

Part V: Budget

Total:	**$0.00**