

Polk County Public Schools

Lakeland Senior High School



2018-19 Schoolwide Improvement Plan

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Lakeland Senior High School

726 HOLLINGSWORTH RD, Lakeland, FL 33801

<http://www.lakelandhighschool.com/>

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2017-18 Title I School No	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 60%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 52%

School Grades History

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

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

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.

The mission of Lakeland High School is to provide a rigorous and relevant education anchored in excellence and tradition.

Harrison School for the Arts provides an opportunity for talented students to develop their artistic and academic abilities to the fullest extent, instilling in each student self-discipline, self-esteem, and a working knowledge of and greater appreciation for the arts.

Provide the school's vision statement.

Lakeland High Schools' community of learners will continue to advance their potential for great achievement by engaging globally.

School Leadership Team

Membership

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

Name	Title
Martinez, Art	Principal
Guenther, Leigh	Assistant Principal
Maurer, Leila	Teacher, K-12
Mercak, Val	Teacher, K-12
Pierce, Cheryl	Teacher, K-12
Sampson, Brittany	Teacher, K-12
Woods, Lisa	Teacher, K-12
Ward, Daryl	Principal
McKown, Lori	Assistant Principal
Owens, Sheli	Teacher, K-12
Marbra, Oriential	Assistant Principal
Westberry, Gary	Assistant Principal

Duties

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

The Academic Leadership team consists of school administration, guidance, the testing coordinator, the LEA facilitator, and teachers. Weekly meetings afford the leadership team the ability to talk and to share progress related to student achievement. These weekly meetings also allow the group to make data-based decisions. Each member contributes to the discussion by sharing expertise related to his/her area of expertise. The administration oversees supervision, attendance, discipline, and curriculum. Primarily, they are the instructional leaders of the school. Each teacher maintains responsibility for his/her own instruction and discipline in the classroom. The testing coordinator facilitates state and district testing in addition to progress monitoring efforts. The team works together

to identify curriculum strengths and areas for improvement, and the group collectively determines strategies and appropriate interventions. The leadership team also supports and creates opportunities for involvement from parents and community members. Overall, the team contributes to and monitors the effectiveness of the School Improvement Plan implementation. Academic Leadership team meeting are held on the first Tuesday of each month.

Distributed Leadership list for testing subjects:

Guenther -Biology, AP Sciences

Marbra - U.S. History, AP Social Studies

McKown - Eng 2, Eng 2, and Reading, AP Lang & Lit

Westberry - Algebra 1 and Geometry, AP Calculus & Statistics

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected

Monday 7/23/2018

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	116	109	124	109	458
One or more suspensions	0	0	0	0	0	0	0	0	0	0	216	179	164	86	645
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	81	62	57	26	226
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	113	84	99	46	342

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	107	108	115	91	421

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	116	109	124	109	458
One or more suspensions	0	0	0	0	0	0	0	0	0	0	216	179	164	86	645
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	81	62	57	26	226
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	113	84	99	46	342

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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	107	108	115	91	421

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 Math Learning Gains of the Lowest 25% has consistently performed the lowest for Lakeland Senior High School. While this data component rose by 12% over the previous year, only 38% of these students demonstrated learning gains as measured by the Algebra 1 and Geometry End-of-Course Assessments. Lakeland Senior High School performs 7% lower than the rest of the state and 2% lower than the district. In addition, math learning gains overall lag behind the state by 7% and the district by 1% as the second lowest performing category for the school. Taken together, Lakeland Senior High School needs to improve in the area of math learning gains. The lowest performing subgroups for math learning gains for

the lowest 25% have consisted of ESE students who fell between the 2016-2017 and 2017-2018 school years, from 28% to 20%.

Which data component showed the greatest decline from prior year?

All academic components showed increases from the previous school year. Discipline data indicates that office referrals have fallen from the previous year. The number of discipline referrals for the 2017-2018 school year were 1,878 compared to 2,323 in 2016-2017. The difference in referrals was 442.

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

Student Math Achievement showed growth rising from 40% the previous school year (2016-2017) to 52% (2017-2018); however, this data component has seen the lowest student achievement performance out of all the subject areas measured. More specifically, Algebra 1 End-Of-Course proficiency performance lags 8% behind the district and 10% behind the state while Geometry End-of-Course performance lags 10% above the district but 5% below the state. Algebra 1 student proficiency appears to be the greatest area of need in math.

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

Student Science Achievement saw the most significant gain over the school previous year. The percentage of students who achieved a level 3 or higher on the Biology 1 End-Of-Course assessment increased by 12%, rising from 60% to 72% of the students who took the assessment. Between the 2016-2017 school year, the same measurement had only shown a one percent gain. While a significant improvement, the one year gain between the 2017-2018 school year cannot be described as a trend. The Science Achievement score also shows that Lakeland Senior High School performed 5% above the state average and 7% above the district average.

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

The Biology 1 teachers collaboratively planned together. They met consistently to review curriculum standards and to develop instructional resources aligned with these standards. The teachers also utilized district progress monitoring results to assess student performance and to adjust instructional practices and interventions along the way.

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	58%	46%	56%	54%	44%	52%
ELA Learning Gains	50%	47%	53%	50%	45%	46%
ELA Lowest 25th Percentile	38%	39%	44%	37%	37%	38%
Math Achievement	52%	44%	51%	38%	32%	43%
Math Learning Gains	41%	42%	48%	38%	31%	39%
Math Lowest 25th Percentile	36%	38%	45%	35%	35%	38%
Science Achievement	72%	65%	67%	59%	54%	65%
Social Studies Achievement	73%	63%	71%	73%	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	0 (116)	0 (109)	0 (124)	0 (109)	0 (458)
One or more suspensions	0 (216)	0 (179)	0 (164)	0 (86)	0 (645)
Course failure in ELA or Math	0 (81)	0 (62)	0 (57)	0 (26)	0 (226)
Level 1 on statewide assessment	0 (113)	0 (84)	0 (99)	0 (46)	0 (342)

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	55%	43%	12%	53%	2%
	2017	57%	43%	14%	52%	5%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2018	57%	42%	15%	53%	4%
	2017	52%	40%	12%	50%	2%
Same Grade Comparison		5%				
Cohort Comparison		0%				

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	58%	51%	7%	63%	-5%
Compare		13%			

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	57%	15%	68%	4%
2017	68%	56%	12%	67%	1%
Compare		4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	60%	-8%	62%	-10%
2017	38%	43%	-5%	60%	-22%
Compare		14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	41%	10%	56%	-5%
2017	34%	34%	0%	53%	-19%
Compare		17%			

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	29	34	23	19	15	20	35	40		71	21
ELL	22	38	37	28	38		50	27		77	25
ASN	80	50						100			
BLK	31	38	28	26	37	39	44	53		81	25
HSP	53	43	42	48	39	38	69	67		88	53
MUL	68	60		69	50		100	61		88	67
WHT	71	58	47	63	43	32	83	84		92	67
FRL	42	43	36	37	35	32	58	59		84	44
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	24	24	20	38	28	9	35		64	14
ELL	3	34	38	19	36	36		43		63	60
ASN	68	63		75	47		90			92	73
BLK	29	31	30	20	23	22	36	50		75	36
HSP	51	46	29	37	33	27	53	70		78	58
MUL	53	46		38	30	36	55	41		86	44

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
WHT	70	53	41	50	36	18	72	78		91	65
FRL	37	34	30	23	26	25	39	52		79	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 Mathematics Learning Gains

Rationale Properly identifying students who did not make math gains allows teachers to effectively plan, instruct, and implement targeted interventions for these students.

Intended Outcome Lakeland High School will increase math learning gains within the lowest 25% of the student population by 10% on the Algebra 1 and Geometry End-of-Course Assessments.

Point Person Gary Westberry (gary.westberry@polk-fl.net)

Action Step

Description

1. Professional Development to increase math teachers' skills with Unify during pre-planning week to properly identify students who did not make learning gains. Continuous professional development as needed using network manager, technology integration coaches, and other math teachers throughout the school year.
2. Teachers of math E.O.C. courses will plan collaboratively (during 2nd period) to develop instructional materials, discuss data, and to create targeted/differentiated instruction on a weekly basis.
3. Algebra 1B and Geometry classes will be maintained at the lowest number of students possible to ensure the highest quality of instruction per pupil as possible.
4. Administration will review lesson plans monthly to ensure they reflect alignment with state standards and that instructional strategies were based on available data.

Person Responsible Gary Westberry (gary.westberry@polk-fl.net)

Plan to Monitor Effectiveness

Description

1. Utilize Quarterly District Progress Monitoring to track progress of student performance in Algebra 1/Geometry E.O.C.
2. Formative and summative classroom assessments to inform effectiveness of instructional decisions and to make pedagogical adjustments.
3. Review of lesson plans by administration to ensure strategies and interventions developed by teachers has been implemented.
4. Classroom observations will be conducted to evaluate effectiveness of strategies developed in lesson plans.

Person Responsible Gary Westberry (gary.westberry@polk-fl.net)

Activity #2

Title Mathematics Learning Gains for Lowest 25%

Rationale All subgroups within the lowest 25% of math learning gains rose except for students with disabilities. ESE students fell by 8%. Properly supporting these students and providing the proper supports will allow learning gains for this student subgroup to increase.

Intended Outcome Math learning gains for the lowest 25% of the ESE subgroup will increase by 10%.

Point Person Gary Westberry (gary.westberry@polk-fl.net)

Action Step

Description

1. ESE teachers will be provided unify training so that they can property identify their support students' needs. After this training they will be able to view which students did not make learning gains and also the strands where students struggled.
2. ESE teachers will be given adequate time to co-plan with regular education teachers on a weekly basis.
3. Data chats will be conducted on a quarterly basis between the administrator responsible for math and the ESE teacher. Data will be gathered from the ESE teacher and regular education teachers' anecdotal notes/running records, gradebook, formative and summative assessment, and District Quarterly Assessments.
4. Students will be rewarded by the ESE teacher for gains in math skills/knowledge on a monthly basis.
5. Areas of improvement will be identified and targeted by the ESE teacher in consultation with the Geometry/Algebra teacher.

Person Responsible Gary Westberry (gary.westberry@polk-fl.net)

Plan to Monitor Effectiveness

Description

1. District Quarterly Assessments in Algebra 1/Geometry EOC will be main source of data used to evaluate effectiveness.
2. Teacher created summative/formative assessments will be used to evaluate short-term effectiveness of ESE and regular education teachers' instructional strategies and adjustments will be made accordingly.
3. Monthly data chats will provide opportunity for reflection and will yield discussions on how to improve/adjust instructional strategies or measurements used to monitor student progress.
4. Administrator will review monthly Data sheets for all ESE teachers to identify common areas of weakness or barriers impeding progress for ESE students.

Person Responsible Gary Westberry (gary.westberry@polk-fl.net)

Activity #3	
Title	ELA Learning Gains
Rationale	While not the lowest performing school grade component, Lakeland High School has lagged in ELA learning gains. Creating targeted interventions for low-performing students will help with boosting reading literacy for students who did not make learning gains. Incorporating reading strategies across the curriculum will aid with literacy for all students.
Intended Outcome	ELA learning gains will increase by 10% for students taking the 9th and 10th grade ELA Florida Standards Assessment.
Point Person	Lori McKown (lori.mckown@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none">1. Data chats with students will be conducted on a quarterly basis through English classes.2. Literacy coach will conduct small group learning sessions with students.3. Success coach will hold tutoring sessions and meetings with individual students.4. Incorporation of reading strategies across the curriculum including but no limited to English, Social Studies, and Science. Professional development will be targeted to assist non-Reading/English teachers.
Person Responsible	Lori McKown (lori.mckown@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Lesson plan checks will be conducted at least once monthly to ensure reading strategies are incorporated into teachers' lesson plans.2. STAR data will be reviewed to track student progress and to target individual students for intervention. Trend data will be used to monitor effectiveness of interventions.3. Reading teachers will utilize Achieve 3000 to assess students' literacy and to track student progress for their students.
Person Responsible	Lori McKown (lori.mckown@polk-fl.net)

Activity #4	
Title	ELA Learning Gains for Lowest 25%
Rationale	Similar to math, the ESE student population comprises the lowest performing subgroup with the lowest 25% of reading students. Properly identifying these students will allow ESE teachers, in consultation with the regular education teacher, to deliver effective instruction and targeted intervention.
Intended Outcome	Properly supporting these students and providing the proper supports will allow learning gains for this student subgroup to increase. We expect a 10% increase in learning gains for this student demographic.
Point Person	Lori McKown (lori.mckown@polk-fl.net)

Action Step	
Description	<ol style="list-style-type: none"> 1. ESE teachers will be provided unify training so that they can property identify their support students' needs. After this training they will be able to view which students did not make learning gains and also the reading areas (main idea, context clues, etc.) where students struggled. 2. ESE teachers will be given adequate time to co-plan with English teachers on a weekly basis. 3. Data chats will be conducted on a quarterly basis between the administrator responsible for math and the ESE teacher. Data will be gathered from the ESE teacher and regular education teachers' anecdotal notes/running records, gradebook, formative and summative assessment, and District Quarterly Assessments. 4. Students will be rewarded by the ESE teacher for gains in reading literacy on a monthly basis. 5. Areas of improvement will be identified and targeted by the ESE teacher in consultation with the English teacher.
Person Responsible	Gary Westberry (gary.westberry@polk-fl.net)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. STAR and Achieve 3000 Data will be main source of data used to evaluate effectiveness. 2. Teacher created summative/formative assessments will be used to evaluate short-term effectiveness of ESE and regular education teachers' instructional strategies and adjustments will be made accordingly. 3. Monthly data chats will provide opportunity for reflection and will yield discussions on how to improve/adjust instructional strategies or measurements used to monitor student progress. 4. Administrator will review monthly Data sheets for all ESE teachers to identify common areas of weakness or barriers impeding progress for ESE students.
Person Responsible	Gary Westberry (gary.westberry@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.

In March of each year, we hold a meeting for all incoming 9th-grade students called "Freshman Forum." This meeting allows parents and students an opportunity to receive information about Lakeland High School and see what options they have at LHS. They are also given the opportunity to meet with teachers and guidance counselors, as well as the chance to tour the campus.

At Orientation, parents and students meet the teachers and explore the various clubs and organizations available at school.

Our School Advisory Council (SAC) is open for any parent to attend. Notices of these meetings appear on the school webpage, are posted on the school marquee, and are announced via intercom prior to meetings.

Other options of communications are:

1. Freshman Parent Night for incoming 9th graders
2. The school web site is another vehicle for communicating with the stakeholders of LHS/Harrison.
3. Parent Internet Viewer - gives parent and student real time data regarding attendance, discipline, lunch account information, grades;
4. Quarterly school newsletters;
5. Electronic surveys for parents/students.
6. Open House

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.

A core belief at Lakeland High School and the Harrison School of the Arts is that all staff members are responsible for all students. Teachers develop task-oriented classrooms while meeting the social and emotional needs of students in an environment of mutual respect. Most teachers are trained to recognize student behaviors that exhibit a cry for help, and they take the appropriate action immediately to address a student in crisis.

The schools' guidance counselors also conduct grade level student conferences each year which affords counselors a better opportunity to meet the academic and social needs of students. These conferences often develop and foster genuine and meaningful relationships. These counselors are also available to students in one on one settings, as well as through email. Students may also receive counseling services provided by Winter Haven hospital through their IEP's on a weekly or monthly basis, ranging from 30 minutes weekly to 80 minutes monthly-depending upon the individual's need.

Lakeland High School employs an Academic Success Coach, whose goal is to assist students who are struggling to stay on track for graduation. Mentoring support is provided by this position, as well as, tutoring after school. The success coach also targets at-risk seniors who are in danger of not graduating, and works one-on-one with the student and their teachers to help the student satisfy all graduation requirements by graduation.

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

Incoming freshmen arrive at Lakeland High School primarily from 8 feeder middle schools, but because Harrison is the performing arts school for the district, LHS actually receives students from any and all middle schools in the county. The following strategies are implemented to ensure a smooth transition into high school:

- A strong relationship is maintained with the feeder middle schools and middle school students are encouraged to attend the high school athletic and community events.
- In the Spring of each year, Lakealnd High School holds a 9th grade orientation at which parents and students become acclimated with the school, faculty, and activities available at LHS.
- The APC and Guidance Counselors visit the feeder middle schools in the Spring of each year to assist 8th graders with class selection for their freshman year..
- The LEA facilitator attends transitional staffings for ESE students.
- Counselors meet with Seniors 3 times per year to ensure students are on track for graduation as well as monitor absences and GPA.
- Counselors are meeting face to face with at risk Senior students/parents multiple times throughout the year
- Counselors are sending letters to each at risk senior as a follow up to the Senior Conference specifically stating the issue (GPA, online course, missing credit,)
- Attendance Dean tracks students on a daily basis specifically targeting those that miss 10% or more of instructional time. The Attendance Dean also sets up parent/student meetings and puts at risk students on an attendance contract.
- School Staff volunteer to mentor at risk 12th graders to reach graduation requirements
- LHS holds a 9TH grade parent night to inform parents and students of high school academic requirements and guidelines.
- Summer school offerings for credit recovery

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.

All personnel are hired by their qualification for the particular job role they have. Subject-area teachers that are classified highly qualified in their field of study will be hired for courses they are certified to teach and based on student scheduling needs and requests.

The School Advisory Council meets and reviews school-wide data to determine where financial resources from Lottery may be allocated to best increase student achievement and support the mission of the school. They also assist in making decision which include deciding how to spend the A+ money when requests for such money are made.

The Budget is reviewed and allocated by the principal, assistant principal, financial secretary and athletic director. In some cases, by any other individuals that has a vested interest, such as IDEA funds.

Discussion on the current budget status and needs are made collectively to address the needs and appropriate use that assist in raising student achievement.

The academic leadership team first reviews the school data to identify areas of strength and weakness. This information is viewed through the lens of district directives regarding math/reading placement and course progressions to ensure the needs of all students will be met. Personnel are then assigned to classes/tasks based on their strengths and certification. The methodology for coordinating funds and services is based on the financial and support materials allocations provided by the district. The Principal and Assistant Principals are responsible for the allocation of resources and determining the greatest impact of materials and funds. Meetings are held regularly to discuss budgets and curricular needs including the best way to meet additional needs. The school administration reaches out to district personnel, community members and parent groups to support identified needs.

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

Lakeland High School no longer has a college/career facilitator, but our guidance counselors strive to meet the needs of our upperclassman by sending emails to parents and teachers that register for the updates, publishes and distributed a college scholarship bulletin and reminder and provides individual and group counseling for college and career needs.

- Juniors and Seniors have conferences with guidance counselors to ensure their credits and classes are on track for graduation and the transition into college.
- Dual enrollment classes in partnership with Polk State College.
- Visits with college, career, and military recruiters on campus throughout the year, and at our college and career fair held on campus.

Outgoing seniors specifically participate in the following:

- Assistance with college applications and essays through the college and career facilitator.
- Assistance in identifying scholarship opportunities and submitting applications for scholarships through the college and career labs.
- On the job training through the OJT program.
- College visits held on campus throughout the school year

Lakeland High School also offers on campus dual enrollment courses and encourages eligible students to consider enrollment in the courses.

Part V: Budget

Total:	\$0.00
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