

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Dr. Bethany Ormseth

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lakeview Technology Academy

(As it should appear in the official records)

School Mailing Address 9449 88th Avenue

(If address is P.O. Box, also include street address.)

Pleasant Prairie WI 53158-2216
City State Zip Code+4 (9 digits total)

County Kenosha County

Telephone (262) 359-8155

Fax

Web site/URL https://www.kusd.edu/lakeview/

E-mail bormseth@kusd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Sue Savaglio-Jarvis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail ssavagli@kusd.edu

District Name Kenosha Unified School District Tel. (262) 359-6300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Dan Wade

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 26 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 8 High schools
 - 1 K-12 schools

42 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	66	33	99
10	62	28	90
11	62	40	102
12 or higher	77	24	101
Total Students	267	125	392

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 4 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2017	410
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 17%
 Total number students who qualify: 68

8. Students receiving special education services: 6 %
25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	95%	96%	95%	96%
High school graduation rate	99%	98%	95%	95%	93%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	100
Enrolled in a 4-year college or university	79%
Enrolled in a community college	17%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

An innovative high school that specializes in the technical and scientific fields in order to prepare students for a variety of career and college via rigorous yet flexible programming.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

LakeView uses an admission rubric to guide our admission process. The rubric categories include GPA, attendance, behavior, standardized test scores and results on an academic career plan. The category with the largest value within the rubric is the category of career planning. If the student results align with our academic tracks, the student earns full points. Students are automatically accepted with a score of 90 or above and the remaining seats are filled through a random lottery.

PART III – SUMMARY

LakeView Technology Academy is a choice technical high school in Kenosha, WI. We serve approximately 410 students. On average, about 77% of the student population categorize their race as white, and 23% identify as minorities, with the largest group being Hispanic, which makes up about 11% of the student population each year. On average, 17% are categorized as economically disadvantaged. The students who attend LakeView apply to attend and enroll in the academy as pursuants of a competency in one of our technical pathways, which include: Manufacturing, Pre-Engineering, Information Technology, and Biomedical Sciences.

What once was a response to overcrowding in the Kenosha Unified School District (KUSD) high schools and starting with 90 freshmen in 1997 has grown to more than quadruple in student population and become a valued partner to the Kenosha Business Alliance and Gateway Technical College. Beginning with a grant from the Palmer Foundation, LakeView's elective options were once focused solely on manufacturing as a response to the growing need for qualified workers from area businesses. Responding to that need was expanded further with a new directing principal in 2002. Seeing that there were multiple areas in the technology field experiencing the same need as the manufacturing industry, the principal sought expansion to the school's offerings. These were installed over the next two years and included Information Technology, Pre-Engineering, and Biomedical Sciences. More qualified staff were recruited to help develop these programs, including two instructors from Gateway Technical College. LakeView's programming, thereafter, contained many transcribed courses within the building, and as a result of these efforts, students were able to graduate LakeView with as much as 32 college credits by 2005.

The strategies the teachers employ at LakeView are student-centered. This learning is collaborative and cooperative, oftentimes project-based, with the students having a voice in the direction or methods used. This regard for our students as equal participants of the learning process has become our culture and is at the forefront of our clubs and after school social events, with all participants teeming with a sense of community, family, and friendship. Our staff places building student relationships as paramount and find that doing so affects student performance greatly.

At LakeView we consider ourselves to be present focused and future driven. It is a phrase that encompasses the spirit of our school. It speaks to our history and our humble beginnings, which was once an open-plan design in a repurposed warehouse. It speaks to our programming, which has grown to produce students able to enter the workforce directly as technically trained staff or continue to college with as much as a year's worth of college credit already completed. It speaks to our teachers, who have consistently raised the bar not only for the students but for themselves, always ambitious in their pursuits for more effective ways to educate and more opportunities for their students, be it training, site visitations, or apprenticeships. It speaks to our administrators who have seen the potential of all of us and helped facilitate the evolution of school and our programs. It speaks to our school district, which holds as its mission to provide excellent, challenging learning opportunities and experiences that prepare each student for success. But most of all it speaks to our accomplishments, which speak for themselves.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Concerning literacy and writing, the English department developed a common "Student Learning Objective" which drives professional learning goals for our students. We maintain records, share student samples, and analyze data to ensure that we - as a department - are meeting the educational needs of our students. We meet on a monthly basis to discuss both qualitative and quantitative data and make changes as necessary to our instruction and direction. In correlation with our scaffolding model, the English department has developed a research process in conjunction with the Social Studies department that focuses on specific skills appropriate for each grade level. In addition to utilizing AP College Board writing prompts as well as CCSS benchmarks to meet college writing expectations, students have curriculum that meets their needs and skill level. Due to LakeView not having an in-house library, students are taught the skills needed to navigate digital libraries that include electronic databases, skills in electronic researching, and analyzing sources for authenticity. These skills are essential for our students to seek out and evaluate information as well as have the necessary skills to add their own work to the pool of research.

At LakeView Technology Academy, like all schools within KUSD, student achievement benchmarks are driven by the Common Core State Standards (CCSS). Although CCSS is the key driver in our curriculum, Lakeview takes pride in incorporating multiple other standards that provide learning goals in identifying student achievement. In addition to CCSS benchmarks, LakeView utilizes a scaffolding model that merges standards, universal assessments, and common assessments with national standards and benchmarks to ensure student academic success. This integrated collaborated scaffolding model incorporates standards such as the Next Generation Science Standards (NGSS), ACT/ ACT Aspire scores, and district content specific common assessments to determine student's college-and-career readiness. These tools help in ascertaining the needs of the student population and guide teachers in their curriculum.

1b. Mathematics:

The Mathematics department standards, as in all of KUSD, revolves around the CCSS. Based on CCSS, teachers have developed the districts scope and sequence which is online for ease of access for the teachers. In addition to creating a district curriculum, the mathematics department has developed a common assessment within each content area to ensure across the district expectations. All mathematics' practices are geared toward continual growth within each content area using a gamut of practices focusing on skills that build on each other. Students at LakeView can hone their skills through guided practices that allow students to grow at their own pace. A variety of formal assessments are used help students gauge their knowledge throughout the learning process. There are multiple opportunities for feedback during student-teacher conferencing, which reinforces their learning and helps identify if a student is struggling or is in need of additional challenges. The Mathematics department also integrates modern day scenarios to help students place knowledge into practice and work as a collaborative unit to facilitate mathematical practices into cross-content areas used with the various STEM programs at LakeView, such as engineering and manufacturing.

1c. Science:

To ensure high expectations within the scaffolding process and high expectations of the Science department, the department merged with the CCSS and Next Generation Science Standards (NGSS) in all core courses. As a process for college and career readiness, students are also given the option of AP courses that follow College Board expectations. In addition to AP courses, LakeView's Science department teaches Project Lead the Way (PLTW) courses that follow an activity, project, and problem-based learning model to incorporate the application of content through Problem-Based projects. The culmination of district assessments and project assessments lead to reflection and curriculum adjustments geared to enhance students' academic growth. As one of the STEM pathways, the Science Department serves as a cornerstone

of LakeView's continuous aspiration in providing its students with cutting edge education to fill the careers of tomorrow.

1d. Social studies/history/civic learning and engagement

The Social Studies department's instructional practices, although driven by CCSS, are based on Lakeview's scaffolding model. In addition, all Social Studies courses are either Honors or Advanced Placement. In collaboration with the English department, Social Studies has implemented a grade-level writing component that introduces various types writing in all grades. This process integrates writing, reading, and literature, which also seeks to build skills in public speaking, presentation, note taking, and concept mapping. Combined, these skills help students prepare for college and career. Social Studies integrates their classroom practices with the other STEM programs. Sociology classes create societal models using Computer Aided Design (CAD) programs or use of lathes and other machines to create 3D models. U.S. History identifies key architectural works and inventions that have changed the manufacturing industries. The integration and collaboration between core classes and STEM pathways allow students the freedom to express themselves utilizing multi-dimensional mediums.

1e. For secondary schools:

Lakeview's relationship with the Gateway Technical College (GTC), its Project Lead the Way (PLTW), STEM programs, and its relationship with the Kenosha Area Business Alliance (KABA) all lead to a great opportunity in supporting students and curriculum. These affiliations and programs lead to industry credentialing from the National Coalition of Certification Centers through GTC and PLTW courses beginning at the 9th grade. Working with the State of Wisconsin Department of Workforce Development, 12th grade students are given an opportunity to participate in youth apprenticeships, which lead to an adult apprenticeship program or directly to employment after graduation.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

The bulk of the elective programming at LakeView is atypical from traditional high school programming. Traditionally, electives are meant to function as glimpses of specialized education. Our electives, however, are systematic and designed to train a student to reach a competency in one of our Technical Pathways: Manufacturing, Pre-Engineering, Information Technology/Computer Science, or Biomedical Sciences. The courses taught in these pathways are a combination of courses created by LakeView staff, courses from Project Lead the Way, and courses from Gateway Technical College. Students upon entry into LakeView elect to enroll in a particular pathway and follow a curriculum of instruction that ranges from introductory to mastery of particular knowledge sets and skills. These courses are taken each year beginning with freshmen year and are arranged in strict order. In fact, the pathway courses have a sharper correlation in terms of a scope and sequence than that of our core courses, meaning that the prerequisites are vital for success in the successors, as each course builds on the knowledge and practice from the courses taken prior. A student graduating from our pathways, therefore, has the capability and the confidence to enter the workforce as a qualified professional or have a solid foundation of knowledge and skill-set to contribute to an ever changing workforce. In many cases, credits are transferable to universities or technology colleges for related degrees and sets our students apart from other graduates.

Our pathway courses are strongly blended with our core courses as our teachers work diligently together in seeking opportunities for cross-categorical instruction and courses that should be taken in tandem as the dual instruction benefits both courses. This aids the students in seeing the relationships in their subjects and comprehending that all learning is valuable as each new piece of information adds more to our knowledge base and, therefore, grants more from which to draw for deeper understanding or new ideas.

Because of LakeView's commitment to our pathway courses, students do not have the same experiences as

traditional high school students. We do not have art or music courses. We do not have foreign language, and we are without a library. Instead, we supplement and compromise where possible for students to still experience these courses and pursue their other interests. In many cases, we work with the students to become dual enrolled with LakeView and another KUSD high school. In other cases, the staff at LakeView have created after school programs to supplement the lack of certain creative outlets, most notably the art club, which joins many others that are geared at giving the students experiences vastly different but nonetheless still as valuable as the instruction they receive in their pathway courses.

Our physical education program is district-wide, meaning there is no variation in how LakeView handles physical education or health education versus a traditional KUSD high school. As a district, our physical education program values and instructs students in regular physical activity for health, enjoyment, challenge, self expression, and social interaction. Our health course focuses on personal health choices, personal and biological development, and service learning/community service, which oftentimes takes place as a charitable service learning project involving local charities. Finally, the LakeView Physical Education Department takes students on a “Survivor Challenge” for a weekend where students are challenged to work in teams to complete team challenges that not only involve physical activity, but develop students’ interpersonal and communication skills. This unique opportunity provided to students is a source of pride for LakeView and a weekend our students look forward to each year.

3. Special Populations:

The percentage of students that have Individualized Education Plans or 504’s within LakeView ranges around 10 percent from year to year. To meet their specialized academic, instructional and functional needs LakeView tackles these needs through a collaborative team approach that utilizes the content teacher, special needs teacher, academic dean and counselor. This team formulates plans tailored to each individual. Plans can consist of assisted technology for students with hearing impairment or auditory learning needs; providing quiet environments or software like Snap and Read that allows students to access audio versions of texts. Google Read and Write, which is an extension that provides comprehensive reading and writing supports in streamlining in-text citations and speech-to-text; or peer tutoring in specific core contents like English or mathematics to help close the achievement gap in a safe environment and work at their own pace.

Other curriculum adjustments include teaching study skills and test taking strategies, providing preferential seating and peer partnering for positive instructional outcome; large assignments and projects broken down to smaller, more manageable tasks identifying specific expectations that still meet the benchmarks; modifying assignments but not curriculum thus maintaining high expectations and still ensuring content proficiency; allowing students who have strong communication skills as opposed to written skills to be assessed verbally.

Environmental challenges are also addressed through purposeful scheduling of students, taking into consideration students at both end of the academic spectrum. An example of prioritizing scheduling would be students who cognitively function early in the day prefer their core classes in the morning and in the afternoon prefer STEM courses due to functioning better on project base hands-on courses. Preferential scheduling also address students with physical and medical needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

From its inception, the LakeView Technology Academy mission to successfully educate all students to help them reach their fullest intellectual, academic, social/emotional and physical potential has been at the heart of everything we do. LakeView proudly boasts a small school environment, with high-tech tools and a staff that cares. While students choose LakeView for the diverse and rigorous curriculum, they stay because of a school culture where students feel empowered to pursue their interests and strive for academic excellence. Whether it is the small school environment, the numerous student clubs and organizations, or the close relationships between students and staff, LakeView is truly unique in how we provide students with a special school that supports students' academic, social, and emotional growth. Simply put: LakeView is a one-of-a-kind school.

LakeView students are typically students who think “outside the box.” We are seen as the school who does not fit the norm and it is a moniker we wear proudly. Our students are risk-takers who are not simply satisfied with following the crowd or settling for the norm. While our students find their niche in the specialized STEM courses we offer, it is our wide variety of clubs and organizations that create a unique and welcoming environment at LakeView. There is truly something for everyone: Bowling, Belegarth, Art club, Mock Trial, SkillsUSA, Anime club, Supermileage Vehicle club, Remotely Operated Vehicle club, Sumo-Bots club, Medical club, Radio club, Business/Finance club, Student Government, National Honor Society, African American Student Initiative, Science Olympiad, LakeView Crew (a community and Expeditionary Learning Club) Environmental club, and the Gay/Straight Alliance club. Students not only flock to these meetings, but take pride in running meetings and having ownership of how the clubs progress throughout the school year. No matter a student's interest, they can find a club where they can feel a sense of belonging. These clubs not only meet to spend time with like-minded peers; they develop activates for all students to participle and give back to our community through donations and fundraisers. Thankfully, LakeView is blessed with a dedicated staff who give selflessly of themselves and work side by side with students to provide these opportunities.

In addition to a sense of belonging within the walls of LakeView through participation in clubs, our students have the unique opportunity to build strong relationships with school staff. As a small school of approximately 400 students it is common for students to have teachers several times throughout their high school career. This allows teachers to truly get to know their students – their strengths and weaknesses both academically and emotionally. The bonds built between students and staff at LakeView is evident by the alumni who visit simply to say “hi,” give a hug, or thank staff for preparing them for college/life.

LakeView is not only a special school for students, it is for its staff as well. Our leader cares about all staff and makes sure that every stakeholder has a voice regarding how to keep LakeView wonderful for its students. All staff are deeply embedded in each other's lives and are a family in every sense of the word. Furthermore, staff members donate to the Sunshine Club where flowers and cards are sent in order to celebrate or to sympathize with life events. LakeView understands that it is only as strong as its staff and it shows.

2. Engaging Families and Community:

LakeView maintains a strong relationship with the community and builds vital partnerships with local businesses to ensure student success. Our partnerships with the Kenosha Area Business Alliance (KABA), WISPARK Corporation, Gateway Technical College, and Marquette University College of Engineering promote student growth through internships and apprenticeships. Whether through field trips to local industry or having industry leaders speak to our students, the Kenosha community plays a pivotal role in the education of LakeView students. Specifically, LakeView works closely with Gateway Technical College. There are several college courses taught on the LakeView campus by Gateway instructors. Students earn college credits with completion of these courses and move on to secondary education or the workforce, prepared.

LakeView's community connections transcend beyond academic learning and exist in the form of community service. Our school's clubs are involved with "Feed My Starving Children," "Elder Garden," "Shalom Center," and "Habitat for Humanity." Students also hold events at school where they raise money for local charities and even collect boxes of food for local families. Students volunteer during weekends and after school to help people in need and take full ownership of planning the charitable events. While LakeView is proud of students' academic success, it is the students and staffs' charitable donation of time to the community that is most valued by the school community.

Concerning student achievement and the numerous opportunities available to students, LakeView maintains several means of communication with families and the community. The main forms are our school website, social media pages, monthly newsletter, and automated phone calls. Parents have access to a slew of information on the school website - a yearly calendar, events, staff contacts, information about clubs, communications regarding the STEM courses, celebrations of students' success, and opportunities for students to become involved in the community via volunteering or apprenticeships. Photos and captions are posted on Facebook daily to inform families and the community of unique projects, as well as interesting lessons, being completed by students. All monthly newsletters are available in both Spanish and English and staff contribute to the content in order to keep families abreast of the latest news. Furthermore, LakeView communicates with the District office to disperse information to the local newspaper and other media outlets – making sure we share LakeView students' successes is a top priority.

LakeView's most unique communication tool the "Evening with the Counselor." Parents are encouraged to attend several evenings where the LakeView Counselor presents on various issues such as: ACT prep, college readiness, how to fill out the FAFSA, college course options, and apprentice opportunities. Well attended, these evenings offer parents a way to ask questions and instantly receive answers.

3. Professional Development:

Professional development is held in high regard both by LakeView and KUSD. District-wide, schools analyze data from summative and formative data to determine areas for improvement. These areas are made the focus of a School Improvement Plan, which include goals in literacy, numeracy, and culture. Teachers departmentally create Student Learning Objectives in relation to school goals and develop a plan to address the areas in need of improvement as it pertains to their content area. Teachers use professional development time to meet continually throughout the year to discuss effectiveness and strategies being used.

Consistently improving their craft is the locus of our staff. Our teachers voluntarily seek opportunities to learn and meet others in their content area, both in and out of district. It is commonplace for our staff to participate in summer training, workshops, and conferences. In some areas, our staff hold high-ranking positions on educational boards specifically related to the instruction of their content area, technology as an example. Professional development is viewed as essential at LakeView as it is our ambition to stay up to date on current trends and innovations in education.

Though professional development time is limited, the staff meets regularly after instructional time in departments to discuss current progress and exchange ideas for coming lessons and future opportunities. Collaboration is at the heart of staff relationships, seeing one another as a resource and having diverse skills but an equal stake in the development and success of our students. Additionally, the staff has volunteered for various in-house committees related to the student support, infrastructural health, and future endeavors of the school. Their commitment is extended even further when choosing to receive additional training in order to teach Advanced Placement courses or to bring new programming to the school that requires additional licensure.

4. School Leadership:

LakeView has one administrative position, a directing principal, and this position is provided by the school district. Also, LakeView has a part time behavioral dean and a part time academic dean provided by the

district. These two individuals teach academic classes part of the day and serve as deans the remainder of the day. While these three positions are the formal leadership positions within the school, all LakeView staff are leaders within the building.

Each year LakeView sets academic and school culture goals. These goals are data driven and follow the SMART goal setting process. The process is inclusive seeks input from all stakeholders including students, staff, and parents within the LakeView community. Each goal has a team leading the school initiatives and focus for LakeView. The academic goals have sharp focus and have shown growth with LakeView moving from the category of Exceeds Expectations in the 2015-2016 school year to Significantly Exceeds Expectations during the 2016-2017 and 2017-2018 school years according to the state report card.

While the academic focus is essential to our success, the informal leadership of school clubs addresses the affective engagement of LakeView students. Many of LakeView students have experienced childhood trauma and affective engagement, ensuring students have a sense of belonging is critical in the academic growth and high achievement of students. Club advisors encourage hesitant students to lead in a safe environment. It is that experience of leading that take a reluctant learner or hesitant leader to the next level of engagement.

The students also have a formal leadership format. LakeView has an elected student government. This formal student leadership group organizes school-wide culture-building activities. Also, the student government funds activities and events of other student-led clubs. The officers are elected by the student body and the directing principal is the advisor.

The directing principal's style prizes collaboration and is continually accessible to the staff and receptive of their feedback. This marks the second year of the principal's assignment and she began formalizing the processes, procedures, and identity of the building immediately. In collaboration with local university staff, the directing principal lead the staff, students, and parents through the guiding questions of: "Who are we," "Who do we want to be," and "How will we know when we get there?".

This formal process galvanized the identify, purpose and direction. LakeView is a proud student-centered, inclusive school that has at its heart the mission to provide its students with the necessary tools and knowledge bases to go on to whatever their next step is, be it the workforce, the university, or wherever their paths will lead.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Today's youth are experiencing depression, anxiety and other forms of mental illnesses. Because of which, it is essential to provide students with a safe, supportive environment. LakeView responds to these needs by aiding whenever possible the students in expressing themselves and by providing various conduits in which they can feel supported and a part of peer group that cares.

LakeView's culture is that our staff are not only supportive but accessible. Students actively seek out teachers, advocating for specific clubs and our staff never misses a beat in selflessly giving their time to ensure that students have the opportunities to express themselves through peer collaboration within the clubs. LakeView students, driven heavily by academic success, often do not allow themselves "down-time" to connect with peers on a social and emotional level. Clubs have been an outlet for students and staff to connect on a different level than what typically occurs in the classroom setting. The relationships built from this are the backbone of LakeView and students know that they are safe to talk with staff about various issues where they may not otherwise. In fact, students who have never participated in school activities in previous school settings find themselves becoming an integral part of LakeView and, in turn, develop a sense of self where they know their ideas and participation is valued.

Approximately half of the student population actively participates in one or more clubs and we are proud to boast that 100% of the staff actively advises one or more clubs. Students clubs include - The African American Initiative, National Honors Society, Radio, Remote Operated Vehicle, Super Mileage Vehicle, Sumobot, SkillsUSA, Mock Trial, Criminal Justice, Environmental Club, Anime Club, Art Club, Belegarth, Boardgaming, Science Olympiad, Gay-Straight Alliance, Inner-City Mentoring Club, and LakeView Crew. The opportunities for students to connect with staff and peers on social-personal level are vast and vital to the mental health of LakeView.

The clubs we have the the relationships built there are really the finest example of what our staff means to the students here. We are what they need, when they need it, and we care about them - all of them. While offering clubs is not typically seen as a "big deal" in other schools, LakeView is not a typical school and does not educate typical students – our clubs exist as a lifeline for our students to connect with others and the world.