LAKELAND BOARD OF EDUCATION
BUSINESS MEETING AGENDA
Monday, October 5, 2026, 5:45 PM
Lakeland School System District Office
3009 Davies Plantation Road
Lakeland, TN 38002

I. **CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG**
II. **ROLL CALL**
III. **CHAIR'S WELCOME**
IV. **PUBLIC COMMENT (Limited to two (2) minutes per speaker.)**
V. **REPORTS**
   1. Superintendent's Report
   2. Monthly Financial Summary
      - August 2026
   3. Legislative Liaison Update
VI. **APPROVAL OF AGENDA**
VII. **CONSENT AGENDA**
   1. Approval of Meeting Minutes: Business Meeting - September 14, 2026
   2. Approval of Update to 26-27 School Fees List
   3. Approval of FY27 LEA Plan and TISA Accountability Report
   4. Update to 26-27 Stipend Schedule
VIII. **DISCUSSION / ACTION**
   1. LSS Res 2026/10-01 - Resolution Opposing Mandatory Universal Open Enrollment Legislation and Policy in Tennessee Schools
   2. Appointment of TSBA Delegate Assembly Representatives
   3. Review Policy Manual: Section 3
   4. Approval of Update to 26-27 LSS Board Meeting Calendar
IX. **ANNOUNCEMENTS**
X. **ADJOURNMENT**

LAKELAND SCHOOL SYSTEM
Expense Summary Fiscal Year 2027
Period Ending August 31, 2026

PROGRAM	2026-27 Original Budget	2026-27 Revised Budget	2026-27 FYTD Activity	Monthly Activity	Encumbered Amount	Balance	% EXPENDED
Regular Instruction Program	17,817,506	17,891,367	2,296,210	1,547,900	30,171	15,564,985	13%
Special Education Program	2,995,756	2,995,756	302,028	222,443	648	2,693,080	10%
Vocational Education	223,996	233,461	28,729	12,983	74,270	130,462	44%
Health Services	506,495	506,495	57,425	40,639	0	449,070	11%
Other Student Support	1,348,960	1,351,460	200,814	101,963	0	1,150,646	15%
Regular Instruction Program Support	908,139	912,338	152,824	68,697	0	759,514	17%
Special Education Program Support	607,128	607,128	88,849	49,214	0	518,279	15%
Vocational Education Prog (ISM)	10,000	3,325	0	0	0	3,325	0%
Technology	882,293	882,293	228,386	88,601	24,793	629,114	29%
Board of Education	856,971	856,971	403,365	299,087	500	453,106	47%
Office of the Superintendent	428,057	437,296	88,545	43,399	0	348,751	20%
Office of the Principal	2,480,637	2,480,637	369,376	174,072	6,008	2,105,254	15%
Fiscal Services	609,603	609,603	89,088	31,508	0	520,515	15%
Human Services/Personnel	378,839	378,839	81,683	28,868	0	297,156	22%
Operation of Plant	1,821,605	1,821,605	275,855	154,515	20,879	1,524,871	16%
Maintenance of Plant	758,543	758,543	124,630	84,447	17,530	616,383	19%
Transportation	1,285,173	1,285,173	7,127	7,127	0	1,278,046	1%
Subtotal General Purpose School Fund	**$33,919,701**	**$34,012,290**	**$4,794,935**	**$2,955,464**	**$174,798**	**$29,042,557**	**15%**
Federal Programs	787,018	922,523	148,526	126,625	6,675	767,323	17%
Food Service	1,185,500	1,185,500	122,935	113,425	18,450	1,044,115	12%
Misc. Grants	0	0	0	0	0	0	0%
Before/After School Program	320,000	320,000	46,613	36,452	0	273,387	15%
Education Capital Projects	1,540,000	1,601,911	192,468	109,984	330,876	1,078,567	33%
GRAND TOTAL:	**$37,752,219**	**$38,042,224**	**$5,305,477**	**$3,341,950**	**$530,799**	**$32,205,948**	**15%**

LAKELAND BOARD OF EDUCAITON

BUSINESS MEETING MINUTES

Monday, September 14, 2026, 5:45 PM

Lakeland School System District Office
3009 Davies Plantation Road
Lakeland, TN 38002

I. CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG

With a quorum present, the meeting was called to order on Monday, September 14, 2026, at 5:45 PM, by Chair Laura Harrison. The floor was given to Vice Chair Jeremy Burnett who led a voluntary prayer. Chair Laura Harrison led a moment of silence and led the Pledge to the Flag.

II. ROLL CALL

Attendance Taken at 5:46 PM.

Deborah Thomas:	Present
Keith Acton:	Present
Michelle Childs:	Present
Laura Harrison (Chair):	Present
Jeremy Burnett (Vice-Chair):	Present

III. CHAIR'S WELCOME

IV. PUBLIC COMMENT (Limited to two (2) minutes per speaker.)

No comments.

V. REPORTS

1. Superintendent's Report

Superintendent Horrell reported on various administrative items as well as:

- Recognition of the High School Girls' Tennis State Championship Team: Kate Sheridan, Bethany Brown, Naomi Brown, Madison Fleming, Victoria Sanchez, and Jenna Cowell
- Board member Michelle Childs and student Simardeep Chaudhry were recognized by TSBA at the Delta District Fall Meeting. Ms. Childs received the Level IV Boardsmanship Award. Senior Simardeep Chaudhry was selected as the recipient of the 2026 TSBA Delta District Student Achievement Award.

2. Monthly Financial Summary

- **July 2026**

Chief of Finance, Tristan Gately-Sweatt presented.

3. Legislative Liaison Update

Legislative Representative Michelle Childs stated that no report was available as the General Assembly was not in session.

VI. APPROVAL OF AGENDA

Laura Harrison (Chair) moved to bring the approval of the agenda to the floor for discussion, seconded by Jeremy Burnett (Vice Chair).

Kieth Acton motioned to move items #3,5,6,9, and #11 from Discussion/Action to the Consent Agenda, seconded by Laura Harrison (Chair).

Jeremy Burnett (Vice Chair) motioned to amend the previous amendment by requesting to keep items #5 and 6 on the Discussion/Action, seconded by Laura Harrison (Chair).
When the question was called, the amendments to the amendments on the agenda were approved. **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

Without objection, the motion to amend the agenda by moving items #3, 9, and 11 from Discussion/Action to the Consent Agenda was approved. **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye

Thomas:	Aye

Superintendent Horrell requested to add *Approval of Save Act Compliance Package* to the agenda.
Jeremy Burnett (Vice Chair) moved to add *Approval of Save Act Compliance Package* to the Consent Agenda, seconded by Laura Harrison (Chair).
When the question was called, the addition to the Consent Agenda was approved. **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

When the question was called, the agenda was approved as amended. **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

VII. CONSENT AGENDA

Laura Harrison (Chair) moved to approve the items on the consent Agenda as presented, seconded by Jeremy Burnett (Vice Chair). **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye

Thomas: Aye

1. **Approval of Meeting Minutes: Business Meeting - August 10, 2026**
2. **Approval of FY26-27 Budget Amendments (09/26)**
3. **Approval of Amendment to the 26-27 Board Meeting Calendar**
4. **Approval of Update to LPS Extracurricular Activities and Clubs**
5. **Approval of Update to LMPS Extracurricular Activities and Clubs**
6. **Approval of Job Description / Salary Schedule - District Facilities Supervisor**
7. **Approval of Update to LSS Job Description - Maintenance and Facilities Manager**
8. **Approval of Amendment to Policy 3.204 - Threat Assessment Team**
9. **Child Trafficking Prevention and Awareness Education Implementation Plan**
10. **Approval of LSS Resolution 2026/ 09-01 - A Resolution to Purchase a Vehicle for Maintenance Use**
11. **Approval of Additional Branding Elements**
12. **Approval of Save Act Compliance Package**

VIII. DISCUSSION / ACTION

1. **TETA Award Presentation - Jill Pearce**

   TETA Executive Director Jill Pearce presented:

   - Tech Support Excellence Award to Austin Green
   - WTETA Member of the Year to Dr. Wanda Terral

2. **Internet Safety Measures Presentation**

   Chief of Technology, Dr. Wanda Terral presented.

3. **Approval of Amendment to Policy 4.406 - Use of the Internet (J. Burnett)**

   Laura Harrison (Chair) motioned to bring this item to the floor, seconded by Keith Acton.
   Jeremy Burnett motioned to amend Policy 4.406 - Use of the Internet on page 3, lines

15-19. Mr. Burnett requested to add the header "**Online Educational Resources**" and edit the language on line 18 to reflect "administration designee ***to make every reasonable effort*** to ensure...". Laura Harrison (Chair) seconded this motion. **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

When the question was called, Policy 4.406 - Use of the Internet was approved as amended.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

4. Approval to Rescind Policy 6.313 - Discipline

Laura Harrison motioned to rescind Policy 6.313 - Discipline, seconded by Jeremy Burnett (Vice Chair). **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

5. Approval of Amendment to Policy 6.300 - Code of Conduct / Discipline Procedures

Laura Harrison motioned to bring Policy 6.300 - Code of Conduct/Discipline Procedures to the floor, seconded by Jeremy Burnett (Vice Chair).
Jeremy Burnett (Vice Chair) motioned to amend Policy 6.300 - Code of Conduct/Discipline Procedures on page 5, line 22 to reflect "a ***valid*** threat", seconded by Keith Acton. **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

When the question was called, Policy 6.300 - Code of Conduct/Discipline Procedures was approved as amended.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

6. Review of Board Self-Evaluation Instrument

Laura Harrison (Chair) motioned to move this item to the floor seconded by Jeremy Burnett (Vice Chair).
Laura Harrison motioned to continue to use TSBA Self-Evaluation Instrument, seconded by Jeremy Burnett. **Motion carried**.

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Harrison (Chair):	Aye

Thomas: Aye

7. Discussion on Preliminary Legislative Agenda

Laura Harrison (Chair) moved to bring this item to the floor, seconded by Michelle Childs.
Ms. Childs discussed the potential implications of open enrollment. She suggested creating a resolution to address the District's position on open enrollment.

Attendance Update Taken at 7:02 PM.

Jeremy Burnett (Vice-Chair): Absent

8. Approval of LSS Resolution 2026/09-02 - A Resolution Approving Funding to Install an Audio/Video System in the LSS Board Room

Laura Harrison (Chair) motioned to move this item to the floor, seconded by Michelle Childs.
Superintendent Horrell presented numerous additional considerations supporting the need for a new audio/visual system in the LSS Board Room.
When the question was called, LSS Resolution 2026/09-02 - A resolution Approving Funding to Install an Audio/Video System in the LSS Board Room was approved.

Acton:

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

Keith Acton declared a potential conflict of interest and recused himself from the vote.

9. Discussion on TSBA Annual Convention/Delegate Assembly

Laura Harrison moved to bring this item to the floor, seconded by Keith Acton.
The 2026 TSBA Leadership Conference and Annual Convention will take place November 5–8, 2026 with the Board Retreat occurring on November 6, 2026.
The Delegate Assembly will be voted on at the October Business Meeting.

10. Review Policy Manual: Section 1

IX. ANNOUNCEMENTS

X. ADJOURNMENT

There being no other business on which to take action, Laura Harrison (Chair) moved to adjourn the meeting, seconded by Keith Acton. **Motion carried.**

Acton:	Aye
Childs:	Aye
Harrison (Chair):	Aye
Thomas:	Aye

The meeting was adjourned at 7:09 PM on Monday, September 14, 2026.
These minutes were approved on Monday, October 5, 2026 .

_____

Laura Harrison, Chair

ATTEST:

_____ _____

Dr. Ted Horrell, Superintendent Summer Smith, Board Secretary

LAKELAND SCHOOL SYSTEM
Learn. Grow. Lead.

Approved on 06/08/26
Changes Proposed on 10/05/26

Lakeland School System Fees List

REQUIRED FEES FOR 2026-2027

School	Required Fee	Purpose	Activity / Program
Lakeland Elementary	$5	Art Club Fee	Art Club
Lakeland Elementary	Not to exceed $300	Camp Invention Fee	Camp Invention
Lakeland Elementary	Not to exceed $150	Chess Club Fee	Chess Club
Lakeland Elementary	$150	Drama Camp Fee	Drama Camp
Lakeland Elementary	Not to exceed $75	Drama Club Fee	Drama Club
Lakeland Elementary	Not to exceed $100	Kindergarten Camp Fee	Kindergarten Camp
Lakeland Elementary	Not to exceed $200	Lego Club Fee	Lego Club
Lakeland Elementary	Not to exceed $75	Memphis Youth Athletics	Cross Country
Lakeland Middle Preparatory	$40	5th Grade Choir Club	5th Grade Choir
Lakeland Middle Preparatory	Not to Exceed $100	Middle School Winter Musical Cast Fee	Theatre
Lakeland Middle Preparatory	Not to Exceed $50	Middle School Winter Musical Crew Fee	Theatre
Lakeland Middle Preparatory	Not to exceed $600	Baseball Fee	Baseball
Lakeland Middle Preparatory	Not to exceed $1000	Basketball Cheerleading Fee	Basketball Cheer
Lakeland Middle Preparatory	$21	Battle of the Books Fee	Battle of the Books
Lakeland Middle Preparatory	Not to exceed $375	Boys Basketball Fee	Boys Basketball
Lakeland Middle Preparatory	Not to exceed $400	Boys Lacrosse Fee	Boys Lacrosse
Lakeland Middle Preparatory	Not to exceed $550	Boys Soccer Fee	Boys Soccer
Lakeland Middle Preparatory	$250	Chess Club Fee	Chess Club
Lakeland Middle Preparatory	$10	Club Fee	MS Science Club
Lakeland Middle Preparatory	Not to exceed $5000	Competitive Cheerleading Fee	Competetive Cheer
Lakeland Middle Preparatory	Not to exceed $225	Cross Country Fee	Cross Country
Lakeland Middle Preparatory	Not to exceed $200	Events Sponsored by Fine Arts Vendors - Examples: (Not exhaustive) All West, Choral Festival, Solo and Ensemble, & Other Related Workshops	Fine Arts Programs
Lakeland Middle Preparatory	Not to exceed $375	Football Fee	Football
Lakeland Middle Preparatory	Not to exceed $375	Girls Basketball Fee	Girls Basketball
Lakeland Middle Preparatory	Not to exceed $550	Girls Soccer Fee	Girls Soccer
Lakeland Middle Preparatory	Not to exceed $250	Golf Fee	Golf
Lakeland Middle Preparatory	$20	Jazz Band Fee	Band
Lakeland Middle Preparatory	Not to exceed $60	Jr International Thespian Society	Theatre
Lakeland Middle Preparatory	$35	Junior Beta Club Membership Fee	Junior Beta Club
Lakeland Middle Preparatory	$5	National Elementary Honor Society Dues	NEHS
Lakeland Middle Preparatory	$15	National Junior Honor Society Dues	NJHS
Lakeland Middle Preparatory	Not to exceed $2000	Non-Curricular Field Trips	Various
Lakeland Middle Preparatory	Not to exceed $100	Perennial Math Club	Perennial Math Club
Lakeland Middle Preparatory	Not to exceed $300	Robotics Competition Fees	Robotics Club
Lakeland Middle Preparatory	Not to exceed $400	Softball Fee	Softball
Lakeland Middle Preparatory	Not to exceed $300	Tennis Fee	Tennis
Lakeland Middle Preparatory	Not to exceed $50	Student Council	Student government
Lakeland Middle Preparatory	Not to exceed $350	Swimming Club Fee	Swim Club
Lakeland Middle Preparatory	Not to exceed $250	Track & Field Fee	Track & Field
Lakeland Middle Preparatory	Not to exceed $600	Volleyball Fee	Volleyball
Lakeland Middle Preparatory	Not to exceed $30	Student Ambassadors	Student Ambassadors
Lakeland Preparatory	Not to Exceed $100	High School Fall Production Cast Fee	Theatre
Lakeland Preparatory	Not to Exceed $50	High School Fall Production Crew Fee	Theatre

Approved on 06/08/26
Changes Proposed on 10/05/26

Lakeland School System Fees List

REQUIRED FEES FOR 2026-2027

School	Required Fee	Purpose	Activity / Program
Lakeland Preparatory	Not to Exceed $200	High School Spring Production Cast Fee	Theatre
Lakeland Preparatory	Not to Exceed $100	High School Spring Production Crew Fee	Theatre
Lakeland Preparatory	Not to exceed $600	Baseball Fee	Baseball
Lakeland Preparatory	Not to exceed $1000	Basketball Cheerleading Fee	Basketball Cheer
Lakeland Preparatory	Not to exceed $300	Bowling Fee	Bowling
Lakeland Preparatory	Not to exceed $375	Boys Basketball Fee	Boys Basketball
Lakeland Preparatory	Not to exceed $400	Boys Lacrosse Fee	Boys Lacrosse
Lakeland Preparatory	Not to exceed $550	Boys Soccer Fee	Boys Soccer
Lakeland Preparatory	$250	Chess Club Fee	Chess Club
Lakeland Preparatory	Not to exceed $5000	Competitive Cheerleading Fee	Competetive Cheer
Lakeland Preparatory	Not to exceed $225	Cross Country Fee	Cross Country
Lakeland Preparatory	Not to exceed $30	DECA Membership	CTE Student Organization (Entrepreneurship)
Lakeland Preparatory	Not to exceed $50	Debate Club	Debate Club
Lakeland Preparatory	Not to exceed $200	Events Sponsored by Fine Arts Vendors - Examples: (Not exhaustive) All West, Choral Festival, Solo and Ensemble, & Other Related Workshops	Fine Arts Programs
Lakeland Preparatory	Not to exceed $375	Football Fee	Football
Lakeland Preparatory	$40	Gardening Club Fee	Gardening Club
Lakeland Preparatory	Not to exceed $375	Girls Basketball Fee	Girls Basketball
Lakeland Preparatory	Not to exceed $550	Girls Soccer Fee	Girls Soccer
Lakeland Preparatory	Not to exceed $250	Golf Fee	Golf
Lakeland Preparatory	Not to exceed $50	HOSA Membership Fee	CTE Student Organization (Health Sciences)
Lakeland Preparatory	Not to exceed $60	International Thespian Society	Theatre
Lakeland Preparatory	$20	Jazz Band Fee	Band
Lakeland Preparatory	Not to exceed $50	Knowledge Bowl Team Fees	Knowledge Bowl Club
Lakeland Preparatory	Not to exceed $70	Beta Club Membership Fee	Beta Club
Lakeland Preparatory	$40	Local Membership Fee	American Chemical Society
Lakeland Preparatory	Not to exceed $1000	Marching Band and Color Guard Fee	High School Band and Color Guard
Lakeland Preparatory	Not to exceed $50	Mu Alpha Theta	Mu Alpha Theta
Lakeland Preparatory	Not to exceed $70	National Honor Society Membership Fee	NHS
Lakeland Preparatory	Not to exceed $30	National Science Honor Society Dues	NSHS
Lakeland Preparatory	Not to exceed $45	National Technical Honor Society	NTHS
Lakeland Preparatory	Not to exceed $2000	Non-Curricular Field Trips	Various
Lakeland Preparatory	$50	Parking Fee	Administrative
Lakeland Preparatory	Not to exceed $25	PSAT Exam Fee	PSAT Test
Lakeland Preparatory	Not to exceed $300	Robotics Competition Fees	Robotics Club
Lakeland Preparatory	Not to exceed $125	Senior Activity Fee	Senior Activities
Lakeland Preparatory	Not to exceed $75	Senior Banner Fee	Various
Lakeland Preparatory	$50	Senior Parking Painting	Senior Activities
Lakeland Preparatory	Not to exceed $20	Skills USA Membership	CTE Student Organization (Criminal Justice)
Lakeland Preparatory	Not to exceed $400	Softball Fee	Softball
Lakeland Preparatory	Not to exceed $40	Spanish Honor Society	Sociedad Honoraria Hispanica
Lakeland Preparatory	$100	Spring Production Cast Fee	Theatre
Lakeland Preparatory	Not to exceed $300	Tennis Fee	Tennis

Approved on 06/08/26
Changes Proposed on 10/05/26

Lakeland School System Fees List

REQUIRED FEES FOR 2026-2027

School	Required Fee	Purpose	Activity / Program
Lakeland Preparatory	Not to exceed $50	Student Council	Student government
Lakeland Preparatory	Not to exceed $350	Swimming Club Fee	Swim Club
Lakeland Preparatory	Not to exceed $250	Track & Field Fee	Track & Field
Lakeland Preparatory	Not to exceed $30	Tri-M	Tri-M
Lakeland Preparatory	Not to exceed $75	TSA Membership	CTE Student Organization (STEM and A/V Production)
Lakeland Preparatory	Not to exceed $600	Volleyball Fee	Volleyball
Lakeland Preparatory	Not to exceed $325	Winter Guard Fee	Winter Guard
Lakeland Preparatory	Not to exceed $300	Wrestling Fee	Wrestling
Lakeland Preparatory	Not to exceed $60	Ceramics Club	Ceramics Club
Lakeland Preparatory	Not to exceed $100	ACT Tutoring	ACT
Lakeland Preparatory	Not to exceed $100	Student Ambassadors	Student Ambassadors
Lakeland Preparatory	Not to exceed $30	Computer Science Honor Society	Computer Science Honor Society
Lakeland Preparatory	Not to exceed $50	National Art Honor Society	National Art Honor Society

Goal 1: Grade 3 ELA (Required)

Lakeland School System (797) Public District - FY 2027 - LEA Plan - Rev 1

☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 78 %	of students will score proficient on the 3rd grade TCAP by	* Year 2029

Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* 69.3% to 73%	* Grade 3 TCAP Assessments Spring 2027
2027-28	* 73% to 76%	* Grade 3 TCAP Assessments Spring 2028
2028-29	* 76% to 78%	* Grade 3 TCAP Assessments Spring 2029

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Evaluate and implement Tier 1 literacy High-Quality Instructional Materials (HQIM) and supplemental resources to ensure alignment with state standards and literacy shifts. Instructional focus centers on evidence-based writing and text analysis to address identified gaps in 3rd-grade ELA proficiency.	Conduct monthly Instructional Practice Guide (IPG) walkthroughs to monitor the fidelity of curriculum implementation. Director of Instruction (K-4) will facilitate collaborative planning groups quarterly to monitor the implementation of the curriculum and instructional focus documents.	$ 6,950.98	

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District support of Grade 3 Collaborative Planning Groups (CPGs) includes facilitation by an Instructional Supervisor to conduct data-driven analysis and intellectual preparation for literacy units. CPG sessions focus on standardizing writing expectations through the use of TCAP-aligned anchor papers and scoring rubrics to improve student outcomes in written expression and clarify misconceptions regarding assessment weighting.	Collaborative Planning Group (CPG) documentation, including intellectual preparation protocols, data analysis meeting notes, and sign-in sheets, will be monitored by school and district leadership teams quarterly. The effectiveness of standardizing writing expectations will be monitored through student work analysis and scoring calibration conducted during CPGs, as well as state assessment data annually. Fidelity of the instructional shifts and the implementation of standardized scoring rubrics will be monitored by district leadership through Instructional Practice Guide (IPG) walkthroughs and teacher collaboration logs quarterly.	$ 4,200.00	
Provide professional development for Grade 3 educators focused on the instructional shifts in literacy, TCAP blueprint weighting, and the alignment of differentiated instruction with TVAAS data. Specialized coaching includes the development of common formative assessments (CFAs) to monitor Tier 1 acceleration and identify student needs.	Professional development opportunity documentation, including training materials, agendas, and sign-in sheets, will be monitored by school and district leadership teams quarterly. The effectiveness of professional development on instructional shifts will be monitored by student assessment data, including MVPA benchmark and universal screener assessments three times a year, and state assessments annually. Implementation of acceleration strategies and CFA alignment will be monitored by district leadership through Instructional Practice Guide (IPG) walkthroughs and teacher collaboration logs quarterly.	$ 0.00	Title II - $3,000
Provide a dedicated interventionist and educational assistants to deliver targeted support in Grade 3 ELA and tiered intervention classes based on skill deficits identified through universal screening (AimsWebPlus) and benchmark data (MVPA).	The effectiveness of tiered interventions and differentiated support will be monitored by student assessment data, including MVPA benchmark and universal screener assessments three times a year, and state assessments annually.	$ 55,000.00	
Provide high-dosage literacy tutoring, supported by tutoring stipends, to deliver intensive instructional support focused on Grade 3 ELA standards and proficiency.	The effectiveness of high-dosage tutoring will be monitored by student assessment data including MVPA benchmark and universal screener assessments three times a year, and state assessments annually. Tutoring attendance logs, stipend documentation, and student progress monitoring data will be monitored by school and district leadership teams at each semester.	$ 1,250.00	

Lakeland School System (797) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

Lakeland School System will increase the percentage of students scoring "On Track" or "Mastered" in ELA for grades 4-8 and on End-of-Course assessments for English I and English II. Additionally, the district will improve K-2 foundational literacy skills as measured by the universal screener. The district aims for a cumulative increase in student performance by the end of the 2028-2029 academic year as follows:

Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener by 6.8% from 61.5% to 68.3%.

Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener by 5.3% from 70% to 75.3%.

Increase the ELA proficiency rate for the 3-5 grade band by 5.1% from 71.4% in 2025-26 to 76.5% by 2028-29

Increase the ELA proficiency rate for the 6-8 grade band by 7.5% from 57.4% in 2025-26 to 64.9% by 2028-29

Increase the ELA proficiency rate for the 9-12 grade band by 6.4% from 63.4% in 2025-26 to 69.8% by 2028-29

Increase the ELA proficiency rate for SWD in grades 3-12 by 14.1% from 20.4% in 2025-26 to 34.5% by 2028-29

Increase the ELA proficiency rate for the 3-12 BHN subgroup by 8.5% from 51.5% in 2025-26 to 60% by 2028-29.

Increase the ELA proficiency rate for the 6-8 ED subgroup by 15% from 15.2% in 2025-26 to 30.2% by 2028-29.

Increase the ELA proficiency rate for the 3-5 EL subgroup by 9% from 48.3% in 2025-26 to 57.3% by 2028-29.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources

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2026-27	* Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 61.5% to 63.9% Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 70% to 71.9% Increase the ELA proficiency rate for the 3-5 grade band - 71.4% to 73.2% Increase the ELA proficiency rate for the 6-8 grade band - 57.4% to 60.1% Increase the ELA proficiency rate for the 9-12 grade band - 63.4% to 65.7% Increase the ELA proficiency rate for SWD in grades 3-12 - 20.4% to 25.4% Increase ELA proficiency 3-12 BHN subgroup; - 51.5% to 54.5% Increase the ELA proficiency rate for the 6-8 ED subgroup - 15.2% to 20.5% Increase the ELA proficiency rate for the 3-5 EL subgroup - 48.3% to 51.5%	* ELA TCAP Assessment Grades 3 - 8 ENG I EOC ENG II EOC AIMSWEB Universal Screener K -2 - Reading
2027-28	* Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 63.9% to 66.2% Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 71.9% to 73.7% Increase the ELA proficiency rate for the 3-5 grade band - 73.2% to 74.9% Increase the ELA proficiency rate for the 6-8 grade band - 60.1% to 62.6% Increase the ELA proficiency rate for the 9-12 grade band - 65.7% to 67.8% Increase the ELA proficiency rate for SWD in grades 3-12 - 25.4% to 30.1% Increase ELA proficiency 3-12 BHN subgroup - 54.5% to 57.3% Increase the ELA proficiency rate for the 6-8 ED subgroup - 20.5% to 25.5% Increase the ELA proficiency rate for the 3-5 EL subgroup - 51.5% to 54.5%	* ELA TCAP Assessment Grades 3 - 8 ENG I EOC ENG II EOC AIMSWEB Universal Screener K -2 - Reading
2028-29	* Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 66.2% to 68.3% Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 73.7% to 75.3% Increase the ELA proficiency rate for the 3-5 grade band - 74.9% to 76.5% Increase the ELA proficiency rate for the 6-8 grade band - 62.6% to 64.9% Increase the ELA proficiency rate for the 9-12 grade band - 67.8% to 69.8% Increase the ELA proficiency rate for SWD in grades 3-12 - 30.1% to 34.5% Increase ELA proficiency 3-12 BHN subgroup; - 57.3% to 60% Increase the ELA proficiency rate for the 6-8 ED subgroup - 25.5% to 30.2% Increase the ELA proficiency rate for the 3-5 EL subgroup - 54.5% to 57.3%	* ELA TCAP Assessment Grades 3 - 8 ENG I EOC ENG II EOC AIMSWEB Universal Screener K -2 - Reading

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Implement High-Quality Instructional Materials (HQIM) and evidence-based literacy practices across all grade levels to ensure all students have access to rigorous, grade-level standards. Instructional leadership will conduct collaborative learning walks to provide general education and special education teachers with specific, actionable feedback on the implementation of HQIM and the alignment of instruction with state standards.	The effectiveness of HQIM and evidence-based practices will be monitored by student assessment data, including MVPA benchmark and universal screener assessments (AimsWebPlus) three times a year, and state assessments annually. Instructional leadership will conduct monthly IPG walkthroughs and learning walks to monitor the implementation of literacy shifts and provide targeted feedback to teachers. Curriculum audits and inventory reports will be analyzed by district teams annually to ensure fidelity and alignment with state standards across all grade bands.	$ 135,000.00	
Refine Collaborative Planning Groups (CPGs) and Professional Learning Communities (PLCs) to facilitate data-driven collaboration and intellectual preparation. Educators will utilize the lesson prep protocol to analyze student work and common formative assessments (CFAs) to refine instructional best practices and develop instructional scaffolds to support all students particularly, English Learners (ELs) and Students with Disabilities (SWD). The Directors of Instruction K-4, 5-8, 9-12 will provide data analysis support by converting benchmark assessment percentiles into projected achievement levels and identifying specific literacy skill deficits	CPG and PLC documentation, including lesson prep protocol templates and student work analysis, will be monitored by school and district leadership teams quarterly. he impact of intellectual preparation on student outcomes will be monitored by MVPA assessments twice a year and state assessments annually, with data disaggregated by subgroups to evaluate the effectiveness of instructional scaffolds. Lesson Prep meeting minutes will be reviewed quarterly by district leadership to ensure teams are utilizing data to inform instructional best practices.	$ 16,863.30	
Provide dedicated interventionists and educational assistants to deliver targeted literacy instruction for students requiring tiered intervention.	The effectiveness of tiered interventions for subgroups (SWD, BHN, ED) will be monitored by student assessment data, including MVPA benchmark data twice per year, and universal screener assessments three times a year.	$ 60,500.00	Title I - $75,000
Build teacher capacity through targeted professional development focusing on teacher content knowledge gaps regarding literacy shifts, differentiated instruction strategies, and co-teaching models. The Behavior and Transition Facilitator will provide direct behavior support to all teachers and deliver professional development to equip faculty and staff with strategies to address behavioral challenges that impact teaching and learning.	Professional development implementation will be monitored by school and district leadership through the review of training materials, agendas, and sign-in sheets bi-annually. The effectiveness of professional development and specialist support will be monitored by MVPA assessments twice a year and state assessments annually, with data disaggregated by subgroups to evaluate the impact on student outcomes.	$ 3,750.00	Title II - $6,250

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Implement low-ratio high-dosage tutoring to increase student proficiency	Effectiveness and implementation of tutoring will be monitored through tutoring schedules and fidelity checks by school and district leadership quarterly. Impact monitored by universal screener data three times a year, MVPA benchmark assessments twice a year, and state assessments annually.	$ 5,000.00	
Increase parent engagement by hosting Literacy Nights, targeted workshops, and district parent engagement events to equip families with strategies to support foundational reading skills and the "literacy shifts" at home. Focus will be placed on providing resources for families of English Learners (ELs) and Students with Disabilities (SWD).	Family engagement will be monitored through the review of Literacy Night agendas, event sign-in sheets, and parent feedback data each semester. Effectiveness of family outreach will be monitored by MVPA assessments twice a year and state assessments annually.	$ 200.00	

Goal 3

Lakeland School System will increase the percentage of students scoring "Met Expectations" or "Exceeded Expectations" on the Tennessee Comprehensive Assessment Program (TCAP) and End of Course (EOC) mathematics assessments across all grade bands. Additionally, the district will focus on accelerating growth for identified subgroups to ensure equitable access to rigorous mathematical content. The district aims for a cumulative increase in student performance by the end of the 2028-2029 academic year as follows:

Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener by 11.9% from 47% to 58.9%.

Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener by 2.5% from 86% to 88.5%.

Increase the math success rate for 3-5 grade band by 3.9% from 77.8% in 2025-26 to 81.7% by 2028-29; increase the proficiency rate for the 3-5 SWD subgroup by 10.2% from 41.8% to 52%.

Increase the math success rate for the 6-8 grade band by 8.3% from 53% in 2025-26 to 61.3% by 2028-29; including the ED subgroup by 14.4% from 18.8% to 33.2%, and EL subgroup by 11.5% from 34.5% to 46%.

Increase the math success rate for the 9-12 grade band by 8.7% from 50.4% in 2025-26 to 59.1% by 2028-29; including the BHN subgroup by 11.8% from 33.5% to 45.3%, ED subgroup by 14% from 20.8% to 34.8%, EL subgroup by 12.3% from 30.4% to 42.7%, and SWD subgroup by 14.7% from 16.7% to 31.4%.

Increase the proficiency rate of 9th grade students scoring proficient on the Algebra I EOC by 13.2% from 26.1% in 2025-26 to 39.3% by 2028-29.

State the district’s 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources

2026-27	* Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 47% to 50.3% Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 86% to 86.9% Increase the math success rate for the 3-5 grade band - 77.8% to 79.2%, 3-5 SWD - 41.8% to 45.4% Increase the math success rate for the 6-8 grade band - 53% to 55.9%, ED subgroup - 18.8% to 23.9%, and EL subgroup - 34.5% to 38.6%. Increase the math success rate for the 9-12 grade band - 50.4% to 53.5%, BHN subgroup - 33.5% to 37.7%, ED subgroup - 20.8% to 25.8%, EL subgroup - 30.4% to 34.8%, and SWD subgroup - 16.7% to 21.9% Increase the proficiency rate of 9th grade students scoring proficient on Algebra I EOC - 26.1% to 31%	* Math TCAP Assessment Grades 3 - 8 Geometry EOC Algebra I EOC (All) Algebra I EOC - 9th Grade Algebra II EOC AimsWebPlus Spring Universal Screener - K-2 Math
2027-28	* Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 50.3% to 56.2% Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 86.9% to 87.7% Increase the math success rate for the 3-5 grade band - 79.2% to 80.5%, 3-5 SWD - 45.4% to 48.8% Increase the math success rate for the 6-8 grade band - 55.9% to 58.7%, ED subgroup - 23.9% to 28.7%, and EL subgroup - 38.6% to 42.4%. Increase the math success rate for the 9-12 grade band - 53.5% to 56.4%, BHN subgroup - 37.7% to 41.6%, ED subgroup - 25.8% to 30.4%, EL subgroup - 34.8% to 38.9%, and SWD subgroup - 21.9% to 26.8% Increase the proficiency rate of 9th grade students scoring proficient on Algebra I EOC - 31% to 35.3%	* Math TCAP Assessment Grades 3 - 8 Geometry EOC Algebra I EOC (All) Algebra I EOC - 9th Grade Algebra II EOC AimsWebPlus Spring Universal Screener - K-2 Math

2028-29	* Increase the percentage of K-1 students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 56.2% to 58.9% Increase the percentage of 2nd grade students scoring at or above the 50th percentile on the AimsWebPlus Spring Universal Screener - 87.7% to 88.5% Increase the math success rate for the 3-5 grade band - 80.5% to 81.7%, 3-5 SWD - 48.8% to 52% Increase the math success rate for the 6-8 grade band - 58.7% to 61.3%, ED subgroup - 28.7% to 33.2%, and EL subgroup - 42.4% to 46%. Increase the math success rate for the 9-12 grade band - 56.4% to 59.1%, BHN subgroup - 41.6% to 45.3%, ED subgroup - 30.4% to 34.8%, EL subgroup - 38.9% to 42.7%, and SWD subgroup - 26.8% to 31.4% Increase the proficiency rate of 9th grade students scoring proficient on Algebra I EOC - 35.3% to 39.3%	* Math TCAP Assessment Grades 3 - 8 Geometry EOC Algebra I EOC (All) Algebra I EOC - 9th Grade Algebra II EOC AimsWebPlus Spring Universal Screener - K-2 Math

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Implement High-Quality Instructional Materials (HQIM) across all grade levels to ensure instruction is strictly aligned with the Tennessee Academic Standards for Mathematics. Instructional leadership conduct a Learning Walk Cycle to provide teachers with specific coaching and actionable feedback on the balance of conceptual understanding, procedural skill and fluency, and application.	The effectiveness of HQIM and instructional strategies will be monitored by student assessment data, including MVPA benchmark assessments three times per year and state assessments annually. The effectiveness of monthly IPG walkthroughs and coaching will be monitored through the quarterly review of IPG data and teacher effect data.	$ 18,870.83	
Refine Collaborative Planning Groups (CPGs) and Professional Learning Communities (PLCs) to facilitate intellectual preparation and common planning for math teachers. The Directors of Instruction K-4, 5-8, 9-12 will provide data analysis support by converting benchmark assessment percentiles into projected achievement levels and identifying specific math skill deficits to ensure intervention is focused and effective.	CPG and PLC documentation, including lesson prep protocol templates, standards-aligned pacing guides, and analysis of student mathematical work, will be monitored by school and district leadership teams quarterly. The impact of intellectual preparation will be monitored by MVPA assessments twice a year and state assessments annually, with data disaggregated by subgroups.	$ 18,870.83	

The district will provide dedicated interventionists and educational assistants to deliver targeted numeracy and mathematical fluency instruction.	The effectiveness of tiered interventions will be monitored by student assessment data, including MVPA twice a year and math universal screener assessments three times per year. Implementation will be monitored through the quarterly review of interventionist/EA schedules, student grouping documentation, and instructional fidelity checks conducted by school and district leadership to ensure alignment with tiered intervention requirements.	$ 60,500.00	Title I - $75,000
The Behavior and Transition Facilitator will provide direct support and coaching to teachers, equipping them with strategies to address behavioral and social-emotional challenges that impact student engagement in mathematics.	The impact of behavioral supports on academic engagement will be monitored through specialist support logs and teacher feedback surveys quarterly. Effectiveness will be evaluated by analyzing MVPA benchmark assessments twice a year, disaggregated by students receiving specialist support.	$ 3,750.00	
Build teacher capacity through targeted professional development and coaching support to address teacher content knowledge gaps, differentiation strategies, and co-teaching models. Training will include data analysis to align instructional practices to TVAAS data.	Professional development implementation will be monitored by school and district leadership through the review of training materials, agendas, and sign-in sheets quarterly. The effectiveness of professional development and coaching will be monitored by MVPA assessments twice a year and state assessments annually.	$ 0.00	Title II - $6,250
Increase parent engagement by hosting Math Nights, targeted workshops, and district parent engagement events to equip families with strategies to support mathematical fluency and the "math shifts" at home. Focus will be placed on providing resources for families of English Learners (ELs) and Students with Disabilities (SWD).	Family engagement will be monitored through the review of Math Night agendas, event sign-in sheets, and parent feedback data each semester. Effectiveness of family outreach will be monitored by MVPA assessments twice a year and state assessments annually.	$ 200.00	
Implement low-ratio high-dosage math tutoring using targeted tutoring stipends to provide intensive support focused on grade-level standards and projected growth.	Effectiveness and implementation of tutoring will be monitored through tutoring schedules and fidelity checks by school and district leadership quarterly. Impact monitored by math universal screener data three times a year, MVPA benchmark assessments twice a year, and state assessments annually.	$ 1,250.00	

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☐ This goal not established.

Goal 4

Lakeland School System will increase the percentage of students scoring "Met Expectations" or "Exceeded Expectations" on the Tennessee Comprehensive Assessment Program (TCAP) and End of Course (EOC) science assessments across all grade bands. The district will focus on deepening student understanding of the Tennessee Academic Standards for Science and strengthening scientific literacy through evidence-based instructional strategies for all students, including identified subgroups. The district aims for a cumulative increase in student performance by the end of the 2028-2029 academic year as follows:

Increase the science success rate for the 3-5 grade band by 4.2% from 75.6% in 2025-26 to 79.8% by 2028-29, including the BHN subgroup by 5.7% from 67.7% to 73.4%, EL subgroup by 7.5% from 57.6% to 65.1%, and SWD subgroup by 10.2% from 42.6% to 52.8%.

Increase the science success rate for the 6-8 grade band by 12% from 70.1% in 2025-26 to 75.4% by 2028-29, including the ED subgroup by 13.3% from 24.2% to 37.5%, EL subgroup by 9.6% from 45.2% to 54.8%, and SWD subgroup by 12.6% from 28.3% to 40.9%.

Increase the percentage of students who score proficient on the Biology EOC from 59.1% in 2024-25 to 66.3% in 2028-29; including the BHN subgroup from 43.5% to 53.4%, ED subgroup from 46.2% to 55.8%, EL subgroup from 25% to 38.2%, and the SWD subgroup from 39.3% to 50%.
** Due to a change in course sequence during the 2025-26 school year, the 2025-26 Biology EOC data includes Honors students only. As a result, the district is using the 2024-25 score as the initial data point to monitor our three-year progress.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* Increase the science success rate for the 3-5 grade band - 75.6% to 77.1%, BHN subgroup - 67.7% to 69.7%, EL subgroup - 57.6% to 60.3%, and SWD subgroup - 42.6% to 46.2%. Increase the science success rate for the 6-8 grade band - 70.1% to 72%, ED subgroup from 24.2% to 28.9%, EL subgroup - 45.2% to 48.6%, and SWD subgroup - 28.3% to 32.8% Increase the percentage of students who score proficient on the Biology EOC - 59.1% to 61.7%, BHN subgroup - 43.5% to 47.0%, ED subgroup - 46.2% to 49.6%, EL subgroup - 25% to 29.7%, and the SWD subgroup - 39.3% to 43.1%.	* Science TCA Assessment Grades 3 -8 BIOLOGY EOC

2027-28	* Increase the science success rate for the 3-5 grade band - 77.1% to 78.5%, BHN subgroup - 69.7% to 71.6%, EL subgroup - 60.3% to 62.8%, and SWD subgroup - 46.2 to 49.6%. Increase the science success rate for the 6-8 grade band - 72% to 73.8%, ED subgroup from 28.9% to 33.3%, EL subgroup - 48.6% to 51.8%, and SWD subgroup - 32.8% to 37% Increase the percentage of students who score proficient on the Biology EOC - 61.7% to 64.1%, BHN subgroup - 47.0% to 50.3%, ED subgroup - 49.6% to 52.8%, EL subgroup - 29.7% to 34.1%, and the SWD subgroup - 43.1% to 46.7%.	* Science TCA Assessment Grades 3 -8 BIOLOGY EOC
2028-29	* Increase the science success rate for the 3-5 grade band - 78.5% to 79.8%, BHN subgroup - 71.6% to 73.4%, EL subgroup - 62.8% to 65.1%, and SWD subgroup - 49.6% to 52.8%. Increase the science success rate for the 6-8 grade band - 73.8% to 75.4%, ED subgroup from 33.3% to 37.5%, EL subgroup - 51.8% to 54.8%, and SWD subgroup - 37% to 40.9% Increase the percentage of students who score proficient on the Biology EOC - 64.1% to 66.3%, BHN subgroup - 50.3% to 53.4%, ED subgroup - 52.8% to 55.8%, EL subgroup - 34.1% to 38.2%, and the SWD subgroup - 46.7% to 50%.	* Science TCA Assessment Grades 3 -8 BIOLOGY EOC

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Implement High-Quality Instructional Materials (HQIM) across all grade levels to ensure instruction is strictly aligned with the newly adopted Tennessee Academic Standards for Science. Instructional leadership will conduct a Learning Walk Cycle to provide teachers with specific coaching and actionable feedback on the integration of the Three Dimensions of Science Learning (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts).	The effectiveness of HQIM and instructional strategies will be monitored by student assessment data, including MVPA benchmark assessments three times per year and state assessments annually. The effectiveness of monthly IPG walkthroughs and coaching will be monitored through the quarterly review of IPG data and teacher effect data.	$ 2,500.00	

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Refine Collaborative Planning Groups (CPGs) and Professional Learning Communities (PLCs) to facilitate intellectual preparation and common planning for science teachers. The Directors of Instruction K-4, 5-8, 9-12 will provide data analysis support by converting benchmark assessment percentiles into projected achievement levels and identifying specific science and biology skill deficits to ensure instruction is focused and effective.	CPG and PLC documentation, including lesson prep protocol templates, standards-aligned pacing guides, and analysis of student work, will be monitored by school and district leadership teams quarterly. The impact of intellectual preparation will be monitored by MVPA assessments twice a year and state assessments annually, with data disaggregated by subgroups.	$ 18,870.83	
The Behavior and Transition Facilitator will provide direct support and coaching to teachers, equipping them with strategies to address behavioral challenges that impact student engagement and participation.	The impact of behavioral supports on academic engagement will be monitored through specialist support logs and teacher feedback surveys quarterly. Effectiveness will be evaluated by analyzing MVPA benchmark assessments twice a year, disaggregated by students receiving specialist support.	$ 3,750.00	
Build teacher capacity through targeted professional development and coaching support to address teacher content knowledge gaps in the newly adopted Science standards, differentiation strategies, and scaffolding strategies to meet the needs of all learners. Training will include data analysis to align instructional practices to TVAAS data and specialized focus on building a strong foundation in Life Science.	Professional development implementation will be monitored by school and district leadership through the review of training materials, agendas, and sign-in sheets quarterly. The effectiveness of professional development and coaching will be monitored by MVPA assessments twice a year and state assessments annually.	$ 0.00	Title II - $6,250
Increase parent engagement by hosting Science Nights, STEAM workshops, and district parent engagement events to equip families with resources to support scientific literacy and inquiry-based learning at home. Focus will be placed on providing resources for families of English Learners (ELs) and Students with Disabilities (SWD).	Family engagement will be monitored through the review of Science Night agendas, event sign-in sheets, and parent feedback data each semester. Effectiveness of family outreach will be monitored by MVPA assessments twice a year and state assessments annually.	$ 200.00	
Implement low-ratio high-dosage science tutoring using targeted tutoring stipends to provide intensive support focused on grade-level standards and projected growth, specifically targeting Biology EOC performance.	Effectiveness and implementation of tutoring will be monitored through tutoring schedules and fidelity checks by school and district leadership quarterly. Impact will be monitored by MVPA benchmark assessments twice a year and state assessments annually.	$ 1,250.00	

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Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

• Goals for student achievement which are now addressed through the LEA plan. One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.

• Explanation of how the district's stated goals can be met within the district's budget which are now addressed through the LEA plan.

• For reports submitted starting in the 2024-25 school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

Each district's TISA accountability report, including goals, strategies, and reflections, are required to be presented to the public for review and comment before the report is submitted to the department.

Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by November 1, 2026.

Resources

Click here to open the guide.

Goal 1

Lakeland School System (797) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 1: 3rd Grade ELA Proficiency

71 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2025

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	75% of 3rd grade students scored proficient on the 2023-24 3rd grade ELA TCAP assessment.	2023-24 3rd grade ELA TCAP
Year 2: 2024-2025 school year (Use previous outcome)	69.8% of 3rd grade students scored proficient on the 2024-25 3rd grade ELA TCAP assessment.	2024-25 3rd grade ELA TCAP
Year 3: 2025-2026 school year (Use actual outcome)	69.3% of 3rd grade students scored proficient on the 2025-26 3rd grade ELA TCAP assessment.	2025-26 3rd grade ELA TCAP

* Check the response that best describes the progress made on the 2025-26 target toward Goal 1.

- ○ Exceeded target
- ○ Met target
- ○ Increased but did not meet target
- ◉ Did not make progress toward target
- ○ End of year outcome data for 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Lakeland School System is slightly below the 70% proficiency target. We were unable to meet our Year 3 target goal of 75% of 3rd grade students scoring proficient in ELA. As a result, the district will continue implementing additional strategies to enhance ongoing data analysis training, support, and continual professional development centered on improving differential instruction aligned to TVAAS data, with special attention placed on the K-2 grade bands.

Additional efforts will also include further refinement of Professional Learning Communities (PLCs) and Common Formative Assessments (CFAs), the implementation of Instructional Practice Guide (IPG) walkthroughs, and closer monitoring of Collaborative Planning Groups (CPGs) and lesson prep protocols.

The district invested significantly in a supplemental core curriculum to align instruction with the ELA shifts for better outcomes. In addition, the district is also placing a large emphasis on benchmark assessments administered throughout the year, to provide quality feedback for areas of reinforcement and refinement. We are currently researching different benchmark assessment providers to ensure assessments are rigorous and aligned.

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Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Director of Instruction (Grades K-4)	$ 66,119.94	The Director of Instruction (Grades K-4) has strengthened collaborative planning and supported data-driven decision-making, providing ongoing guidance to enhance instructional practices and promote continuous improvement in the classroom, which will enhance student growth and achievement.
Purchase of new supplemental core ELA curriculum (to be implemented in the 2026-27 school year).	$ 113,227.72	This investment provides teachers with structured, standards-aligned instructional materials that strengthen classroom instruction and support informed, data-driven curriculum decisions. The district anticipates that effective implementation of the new curriculum will contribute to increased student achievement and proficiency in third-grade ELA.
Added an additional Interventionist at Lakeland Elementary School.	$ 38,837.36	This position allows the district to expand Tier 2 and Tier 3 intervention services to a greater number of students demonstrating academic need. Increased access to targeted, evidence-based interventions provides students with more individualized support to address identified skill gaps in foundational literacy, reading comprehension, and other critical ELA skills.
Tutoring stipends for certified and classified staff.	$ 2,842.00	Tutoring stipends expand access to targeted academic support for students who need additional assistance beyond the regular instructional day. These opportunities provide students with focused, small-group or individualized instruction designed to address identified skill gaps and reinforce grade-level ELA standards.

Goal 2

Lakeland School System (797) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

LSS will increase the percentage of students proficient on the Biology EOCs from 59.2% to 61%.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	61% of students scored proficient on the 2023-24 Biology TCAP EOC.	2023-24 Biology TCAP EOC
Year 2: 2024-2025 school year (Use previous outcome)	59.1% of students scored proficient on the 2024-25 Biology TCAP EOC.	2024-25 Biology TCAP EOC
Year 3: 2025-2026 school year (Use actual outcome)	91.1% of students scored proficient on the 2025-26 Biology TCAP EOC.	2025-26 Biology TCAP EOC

* Check the response that best describes the progress made on the 2025-26 target toward Goal 2.

- (●) Exceeded target
- ( ) Met target
- ( ) Increased but did not meet target
- ( ) Did not make progress toward goal
- ( ) End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

The district's increased emphasis on professional development aligned with the new science standards and curriculum, implementation of the Learning Walk Cycle with actionable and timely feedback, and ongoing data analysis training and meetings contributed to improved student growth and achievement.

Additionally, deliberate monitoring of Professional Learning Communities (PLCs) and lesson preparation protocols supported greater instructional consistency and alignment across classrooms. Through the implementation and ongoing refinement of these strategies, the district exceeded its Year 3 target of 70% proficiency, with 91.1% of students scoring proficient or above on the Biology TCAP EOC assessment.

Moving forward, the district will continue to strengthen and sustain these practices while using student performance data to identify opportunities for continued growth and maintain high levels of student achievement.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.

Director of Instruction (Grades 9-12)	$ 69,563.00	The Director of Instruction (Grades 9-12) has strengthened collaborative planning and data-driven decision-making while providing ongoing instructional guidance and support to enhance classroom practices. Additionally, the Director led the implementation of the Learning Walk Cycle, providing teachers with actionable and timely feedback to support continuous instructional improvement. Collectively, these efforts have contributed to increased instructional effectiveness, student growth, and academic achievement.

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☐ This goal not established.

Goal Statement 3:

LSS will increase the percentage of 9th grade students proficient on Algebra I EOCs from 29.7% to 32%

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	33% of 9th grade students scored proficient on the 2023-24 Algebra I EOCs.	2023-24 Algebra I TCAP EOC (9th grade only)
Year 2: 2024-2025 school year (Use previous outcome)	26.3% of 9th grade students scored proficient on the 2024-25 Algebra I EOCs.	2024-25 Algebra I TCAP EOC (9th grade only)
Year 3: 2025-2026 school year (Use actual outcome)	26.2% of 9th grade students scored proficient on the 2025-26 Algebra I EOCs.	2025-26 Algebra I TCAP EOC (9th grade only)

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

- ○ Exceeded target
- ○ Met target
- ○ Increased but did not meet target
- ◉ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

The district established a Year 3 target of 40% proficiency for ninth-grade students completing the Algebra I EOC assessment. The district did not meet this target, with 26.2% of students demonstrating proficiency during the 2025-26 school year. While multiple instructional supports and improvement strategies were implemented, these results demonstrate the need to further strengthen instructional practices, address prerequisite skill gaps, and ensure that student performance data is consistently used to drive instructional decisions and interventions.

Moving forward, the district will refine PLC (Professional Learning Communities), CFA (Common Formative Assessments), and collaborative planning processes while increasing monitoring of CPGs (Collaborative Planning Groups) and lesson preparation protocols. Algebra I teachers will continue to receive dedicated common planning time, data analysis training, and professional development focused on using TVAAS and benchmark data to differentiate instruction. The district will also strengthen targeted enrichment and remediation and continue the Learning Walk Cycle, utilizing timely, actionable feedback and coaching from district and school administrators. These efforts will provide more responsive instructional support, address identified learning gaps, and improve student growth and proficiency in Algebra I. 32

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Director of Instruction (Grades 9-12)	$ 69,563.00	Investing in the Director of Instruction (Grades 9-12) provides dedicated instructional leadership to support and monitor the district's efforts to improve Algebra I proficiency. The Director will lead the refinement of PLC, CFA, and collaborative planning processes; facilitate data analysis to identify student learning gaps; and support teachers in using TVAAS and benchmark data to inform differentiated instruction, enrichment, and remediation. Through the Learning Walk Cycle, coaching loops, and ongoing monitoring of CPGs and lesson preparation protocols, the Director will provide timely, actionable feedback and targeted support to Algebra I teachers. This focused leadership will strengthen instructional consistency, increase accountability for implementation, and ensure that resources and interventions are responsive to student needs, ultimately supporting increased student growth and Algebra I proficiency.

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☐ This goal not established.

Goal Statement 4:

LSS will increase the percentage of Lakeland EL students meeting the WIDA growth standard from 64.4% to 66%.

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	62% of English Learners met the 2023-24 WIDA growth standard.	2023-24 WIDA ACCESS
Year 2: 2024-2025 school year (Use previous outcome)	61.5% of English Learners met the 2024-25 ELPA 21 growth standard.	2024-25 ELPA21 2024-25 ELPA21 ALT
Year 3: 2025-2026 school year (Use actual outcome)	70.6% of English Learners met the 2025-26 ELPA 21 growth standard.	2025-26 ELPA21 2025-26 ELPA21 ALT

* Check the response that best describes the progress made on the 2025-26 target toward Goal 4.

- ◉ Exceeded target
- ○ Met target
- ○ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

The district established a Year 3 target of 68% of English Learner (EL) students meeting the WIDA growth standard. The district exceeded this target, with 70.6% of EL students meeting the established growth standard. This achievement reflects the district's continued focus on targeted instructional support, effective instructional practices, and ongoing monitoring of EL student progress. While the district is encouraged by this growth, continued emphasis will be placed on strengthening supports to sustain and further improve outcomes for all EL students.

Moving forward, the district will strengthen data analysis training and support to better identify student needs and inform instruction. Professional development will include ELPA21 training and effective scaffolding strategies for EL students, along with continued refinement of districtwide CPG implementation. Additionally, designated staff will support ESL teachers and school-based administrators in addressing the instructional needs of EL students, with particular emphasis on the district's newcomer population. These efforts will support continued language development and increased academic achievement among EL students.

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Goal 4 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Director of Strategic Programs	$ 74,083.89	Dedicating a District Office Supervisor to oversee the ESL program has strengthened districtwide coordination, consistency, and compliance across all schools. This role has provided focused leadership and support for ESL teachers and school-based administrators while ensuring greater consistency in program implementation and the development and monitoring of Individualized Learning Plans (ILPs). Additionally, the Supervisor has helped coordinate targeted professional development, strengthen instructional practices, and promote the use of student data to identify and address the needs of English Learners. This centralized support has established a stronger foundation for continuous program improvement and increased student growth and achievement.
English Learner Facilitator	$ 18,353.20	The EL Facilitator stipend has strengthened districtwide instructional consistency and supported the implementation of effective practices across ESL teams. This role has provided targeted support to ESL teachers, promoted collaboration and shared instructional strategies, and helped ensure that English Learners receive consistent, high-quality support across schools. Additionally, the EL Facilitator has helped build staff capacity by providing ongoing guidance, sharing resources, and supporting educators in addressing the diverse academic and language needs of EL students. This investment has created a more sustainable and cohesive approach to ESL services while supporting continued student growth, language development, and academic achievement.

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☐ This goal not established.

Goal Statement 5:

LSS will increase the percentage of SWD meeting ELA proficiency from 29% to 31%.

District Goal 5

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	29% of SWD scored proficient according to the 2023-24 ELA TCAP Assessments.	2023-24 ELA TCAP (District-wide)
Year 2: 2024-2025 school year (Use previous outcome)	30% of SWD scored proficient according to the 2024-25 ELA TCAP Assessments.	2024-25 ELA TCAP (District-wide)
Year 3: 2025-2026 school year (Use actual outcome)	20.4% of SWD scored proficient according to the 2025-26 ELA TCAP Assessments.	2025-26 ELA TCAP (District-wide)

* Check the response that best describes the progress made on the 2025-26 target toward Goal 5.

- ○ Exceeded target
- ○ Met target
- ○ Increased but did not meet target
- ◉ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

The district established a Year 3 target of increasing the percentage of Students with Disabilities (SWD) meeting ELA proficiency from 29% to 31%. The district did not meet this target, with 20.4% of SWD demonstrating ELA proficiency during the 2025-26 school year. These results indicate a need for increased focus on instructional practices, targeted interventions, and consistent use of student performance data to better address the individual learning needs of students with disabilities.

Moving forward, the district will strengthen data analysis training and support, including training for special education teachers on the new teacher TVAAS report. Professional development will focus on effective co-teaching and differentiation strategies, while districtwide PLC, CFA, and collaborative planning processes will be refined to better support SWD achievement. Designated staff will provide targeted support to special education teachers and school-based administrators, and learning walks involving both special and general education teachers will provide actionable feedback to strengthen instructional practices. These efforts will focus on accelerating student growth and improving ELA proficiency among students with disabilities.

Goal 5 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Director of Special Education	$ 67,103.10	Investing in the Director of Special Education provides dedicated leadership and oversight to strengthen instructional practices and improve outcomes for Students with Disabilities (SWD). The Director supports educators in analyzing student performance data, including the use of TVAAS reports, to identify areas of need and inform instructional decisions. This position also leads professional development focused on effective co-teaching and differentiation, while strengthening PLCs, CFAs, and collaborative planning between special education and general education teachers. Through targeted support for teachers and school-based administrators, along with learning walks that provide specific, actionable feedback, the Director helps ensure greater consistency and effectiveness in serving SWD. This focused leadership strengthens teacher capacity, promotes shared accountability for student outcomes, and supports continued growth and increased academic proficiency among Students with Disabilities.
Instructional Resources	$ 3,536.84	The district's investment in Centervention, Ori Learning, and LessonPix provides targeted resources to address the diverse needs of Students with Disabilities (SWD). Centervention supports social-emotional and behavioral skills that improve students' readiness to learn, while Ori Learning provides differentiated instruction and progress-monitoring tools to address individual student needs. LessonPix provides customizable visual and communication supports that increase student access to classroom instruction. Collectively, these resources strengthen differentiation, increase student engagement and access to instruction, and provide more individualized support, ultimately contributing to increased academic growth and proficiency among SWD.
Directors of Instruction (K-4, 5-8, and 9-12)	$ 208,644.76	Utilizing the district's three Directors of Instruction to conduct Learning Walks with special education and general education teachers will provide consistent, actionable feedback focused on strengthening instructional practices for Students with Disabilities (SWD). These learning walks will help identify opportunities to improve differentiation, co-teaching, and student engagement while ensuring greater consistency in instructional practices across classrooms. This ongoing coaching and support will build teacher capacity and contribute to increased student growth and proficiency among SWD.
Contracted Services	$ 63,754.12	Contracted services provide Students with Disabilities (SWD) access to specialized support and expertise across a multitude of areas. These services help ensure that individual student needs are appropriately addressed and that students receive the targeted interventions and supports necessary to make progress toward goals. By reducing barriers to learning and providing specialized services, this investment supports improved student growth, access to instruction, and academic achievement.
Lakeland Elementary School Paraprofessional Stipend	$ 1,305.00	The behavior paraprofessional stipend provides targeted support for Students with Disabilities (SWD) who have unique behavioral and learning needs. This position helps students develop appropriate behavioral and self-regulation skills, reduces barriers to classroom participation, and increases access to instruction. By providing individualized support and reinforcing effective strategies, this investment promotes student engagement, instructional continuity, and progress toward academic and IEP goals.

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Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	October 5, 2026
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Lakeland School System's (LSS) TISA Accountability Report will be shared and available for public comment at the LSS Board of Education meeting on October 5, 2026. Pending LSS School Board approval the TISA Accountability Report will be posted on the LSS website from October 6, 2026 - June 30, 2027. If the plan is not approved or public comment necessitates a revision, an amended report will be submitted for review by the Tennessee Department of Education following the November 2, 2026 Lakeland School Board meeting.
Summary of public comment received. If no comments were received, state, "None received."	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.

☐ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

RESOLUTION 2026/10-01

A RESOLUTION OPPOSING MANDATORY UNIVERSAL OPEN ENROLLMENT LEGISLATION AND POLICY IN TENNESSEE SCHOOLS

WHEREAS, The Lakeland School System Board of Education ("The LSS Board") maintains that local control and governance by the duly elected Board of a local education agency (LEA) is critical to serving the unique needs of the students and community of Lakeland, TN; and

WHEREAS, State mandates requiring universal open enrollment would circumvent the authority of the local school board to establish class sizes, manage capacity, and determine operational policies that best serve local students; and

WHEREAS, The citizens of Lakeland, TN have invested more than $75M of locally assessed funds in the construction of facilities; infrastructure; and furniture, fixtures, and equipment since the inception of Lakeland School System in 2014; and

WHEREAS, Enforcing higher student-to-staff ratios negatively impacts student learning, lowers performance on standardized assessments, increases classroom stress, and directly degrades teacher retention; and

WHEREAS, Any state-mandated open enrollment framework that fails to prioritize and guarantee enrollment seats for children of all full-time school system staff and city employees eliminates a vital benefit essential to recruiting and retaining qualified personnel; and

WHEREAS, Universal mandates fail to account for district-specific growth demographics and local factors, including Lakeland's status as a rapidly growing community located within 14 miles of a major Naval installation where military families represent approximately ten percent (10%) of the student population; and

WHEREAS, The school system must preserve adequate capacity throughout the academic year to accommodate military transfers and new residents moving to Lakeland without being forced to exceed school capacity due to out-of-district open enrollment mandates; and

WHEREAS, Equitable policy requires that non-resident enrollment must not grant greater protections or multi-year seat guarantees to out-of-district students than those extended to resident families who subsequently move out of the district;

NOW, THEREFORE, BE IT RESOLVED, BY THE BOARD OF EDUCATION OF THE LAKELAND SCHOOL SYSTEM: The Board of Education of the Lakeland School System strongly opposes mandated universal open enrollment that diminishes the local authority of LEA Boards of Education to determine open enrollment policies or prioritize enrollment.

PASSED AND ADOPTED by the Lakeland Board of Education, Lakeland, Tennessee on this 5th day of October, 2026 public welfare requiring it.

Laura Harrison, *Board Chair*

Dr. Ted Horrell, *Superintendent*

ATTEST:

Summer Smith, *LSS Board Recorder*