Lafayette District Schools

Lafayette High School

2019-20 School Improvement Plan

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Lafayette High School

160 NE HORNET DR, Mayo, FL 32066

http://lhs.lafayette.schooldesk.net

Demographics

Principal: Stewart Hancock

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: B 2015-16: B 2014-15: A 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Lafayette County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Building a community of learners.

Provide the school's vision statement

To provide all students with educational opportunities within a safe environment conducive to learning, which will enable them to become successful students and positive, productive citizens.

School Leadership Team

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

Name	Title
Hancock, Stewart	Principal
Palomino, Cathy	Instructional Coach
Hanson, Tim	Dean
Ginn, Paula	Assistant Principal

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	92	103	96	91	98	76	82	638
Attendance below 90 percent	0	0	0	0	0	0	1	2	3	6	7	4	1	24
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	8	10	4	15	20	16	3	76
Level 1 on statewide assessment	0	0	0	0	0	0	13	27	35	16	18	32	7	148
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	6	1	6	2	7	1	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	3	3	3	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	1	3	4	2	6	6	2	24

FTE units allocated to school (total number of teacher units)
36

Date this data was collected or last updated
Monday 9/9/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	6	5	6	16	8	9	2	52
One or more suspensions	0	0	0	0	0	0	7	7	4	3	1	2	1	25
Course failure in ELA or Math	0	0	0	0	0	0	18	8	1	2	2	1	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	23	22	17	11	18	11	8	110

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	12	12	12	8	3	1	66

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	0%	56%	58%	0%	56%
ELA Learning Gains	55%	0%	51%	64%	0%	53%
ELA Lowest 25th Percentile	38%	0%	42%	62%	0%	44%
Math Achievement	64%	0%	51%	72%	0%	51%
Math Learning Gains	43%	0%	48%	68%	0%	48%
Math Lowest 25th Percentile	39%	0%	45%	58%	0%	45%
Science Achievement	65%	0%	68%	75%	0%	67%
Social Studies Achievement	70%	0%	73%	69%	0%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	92 (0)	103 (0)	96 (0)	91 (0)	98 (0)	76 (0)	82 (0)	638 (0)
Attendance below 90 percent	1 (0)	2 (0)	3 (0)	6 (0)	7 (0)	4 (0)	1 (0)	24 (0)
One or more suspensions	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	8 (0)	10 (0)	4 (0)	15 (0)	20 (0)	16 (0)	3 (0)	76 (0)
Level 1 on statewide assessment	13 (0)	27 (0)	35 (0)	16 (0)	18 (0)	32 (0)	7 (0)	148 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	43%	43%	0%	54%	-11%
	2018	49%	49%	0%	52%	-3%
Same Grade Comparison		-6%				
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2019	36%	36%	0%	52%	-16%
	2018	53%	53%	0%	51%	2%
Same Grade Comparison		-17%				
Cohort Comparison		-13%				
08	2019	64%	64%	0%	56%	8%
	2018	73%	73%	0%	58%	15%
Same Grade Comparison		-9%				
Cohort Comparison		11%				
09	2019	68%	68%	0%	55%	13%
	2018	52%	52%	0%	53%	-1%
Same Grade Comparison		16%				
Cohort Comparison		-5%				
10	2019	58%	58%	0%	53%	5%
	2018	64%	64%	0%	53%	11%
Same Grade Comparison		-6%				
Cohort Comparison		6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	67%	67%	0%	55%	12%
	2018	66%	66%	0%	52%	14%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	61%	61%	0%	54%	7%
	2018	84%	84%	0%	54%	30%
Same Grade Comparison		-23%				
Cohort Comparison		-5%				
08	2019	47%	47%	0%	46%	1%
	2018	62%	62%	0%	45%	17%
Same Grade Comparison		-15%				
Cohort Comparison		-37%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	53%	53%	0%	48%	5%
	2018	69%	69%	0%	50%	19%
Same Grade Comparison		-16%				
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	77%	77%	0%	67%	10%
2018	84%	84%	0%	65%	19%
Compare		-7%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	70%	70%	0%	71%	-1%
2018	73%	73%	0%	71%	2%
Compare		-3%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	68%	68%	0%	70%	-2%
2018	66%	66%	0%	68%	-2%
Compare		2%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	69%	69%	0%	61%	8%
2018	63%	63%	0%	62%	1%
Compare		6%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	33%	33%	0%	57%	-24%
2018	77%	77%	0%	56%	21%
Compare		-44%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	38	26	38	46	38	23	35			
ELL	35	40		94	43						
BLK	43	43	30	48	38		50	60			
HSP	53	50	33	69	43	46	66	70	62	100	64
MUL				42							
WHT	58	58	42	66	43	39	67	75	85	96	89
FRL	44	51	38	60	44	41	60	66	67	95	76

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	37	38	32	46	47	33	38			
ELL	30	80									
BLK	35	45	45	47	66	57	40	50			
HSP	54	66	58	77	71	79	78	76	58	94	88
MUL	40	70									
WHT	62	65	65	74	66	52	79	72	57	87	85
FRL	50	61	60	67	68	57	68	63	52	85	86

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	690
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Learning gains of our bottom 25% in Reading and Math. We made a substantial amount of growth of our bottom 25% in 2018; our data from 2019 shows we regressed in this area. We have held meetings with our leadership teams including departmental chairs which focused on implementing strategies to engage and motivate these students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Learning gains of our bottom 25% in Reading and Math, and our overall learning gains in Math. We made a substantial amount of growth of our bottom 25% in 2018; our data from 2019 shows we regressed in this area. We have held meetings with our leadership teams including departmental chairs which focused on implementing strategies to engage and motivate these students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Learning gains of our bottom 25% in Reading and Math, and our overall learning gains in Math. (See explanation in previous question). With regard to Math,we had higher achievement levels in 2018 than in previous years; therefore, gains were more difficult to attain. When transitioning students from 7th grade Math to Algebra 1, it is more difficult to achieve learning gains.

Which data component showed the most improvement? What new actions did your school take in this area?

Middle School Acceleration. We had a higher percentage of students who achieved a passing score on their 7th grade Math FSA assessment participate in Alg. 1 as 8th graders. We've also implemented CAPE funded Industry Certifications in 7th and 8th grade during the 2017-2018 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance less than 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase learning gains of our bottom 25% in Reading and Math.
2. Increase proficiency and learning gains of our students with disabilities.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students With Disabilities
Rationale	Students With Disabilities Subgroup Below 41% on the ESSA Federal Index the Current Year
State the measureable outcome the school plans to achieve	Student performance of the Students With Disabilities Subgroup will improve by 8% in the 2019-2020 school year.
Person responsible for monitoring outcome	Stewart Hancock (shancock@lcsbmail.net)
Evidence-based Strategy	Implement an ESE PLC, led by Alissa Hingson, Director of Teaching and Learning Services. Professional learning provided by Marcus Sowcik for ESE, general education instructors, and paraprofessionals that focuses on high impact strategies for students with disabilities. Promote an atmosphere of success to build student confidence.
Rationale for Evidence-based Strategy	The ESE PLC will help to inform, focus, and unite the ESE department with common goals and best practices. Professional learning provided by an experienced ESE educator will enhance knowledge and understanding for all stakeholders.
Action Step	
Description	1. Implement ESE PLC 2. Set up Professional Learning Sessions with Marcus Sowcik 3. Offer Professional Learning that focuses on strategies to promote success in the classroom and build student confidence.
Person Responsible	Stewart Hancock (shancock@lcsbmail.net)

#2	
Title	Increase proficiency in Bottom 25% in Reading and Math
Rationale	After reviewing our school data, this was our greatest area of need and concern for the 2019-2020 school year.
State the measureable outcome the school plans to achieve	The bottom 25% of students will increase learning gains to 55% in Reading and Math.
Person responsible for monitoring outcome	Stewart Hancock (shancock@lcsbmail.net)
Evidence-based Strategy	Improve student foundational reading skills (vocabulary, decoding, etc). Students will receive individualized instruction to target their specific needs and deficiencies.
Rationale for Evidence-based Strategy	Our focus is on the areas of our students' greatest needs. Getting back to the basics to establish foundational skills is essential to our students' ultimate success.
Action Step	
Description	1. Purchase and train teachers on the use of iReady 2. Purchase and train teachers on the use of Vocabulary.com 3. Purchase and train teachers on the use decoding curriculum
Person Responsible	Cathy Palomino (cpalomino@lcsbmail.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

To increase attendance, rewards and incentives will be offered to students who attend school regularly. Parent conferences for students with excessive absences and their parents will be held at the end of each 9 weeks.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

LHS implements many strategies and techniques to build positive relationships with families and encourage involvement. Prior to the first day of school, parents and teachers are invited to an open house to meet the teachers and staff at LHS and a school wide Pep Rally to kick off the new school year. Students are recognized for academic achievement at athletic events and school board meetings.

Teachers send home reminders and information to parents using the Remind 101 app, and are able to conference with parents when needed. Parents have access to students grades on Skyward and Edgenuity. Deficiencies are sent home each 9 weeks. Parents are able to find the school's mission vision on the school's website along with a calendar of upcoming events and recognition of school and student's success. Parents also complete a survey that allows them to voice concerns and input regarding LHS. The data is compiled and drives future decisions.

A School Advisory Council made up of parents, community members, and school staff meets monthly or as needed.

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

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

We currently have several services available to students. We have a teacher mentor program that some members of our staff volunteer to participate in. Teachers are able to mentor students who demonstrate early warning signs. We also have two school guidance counselors who are available to students daily. Our district has a full time psychologist on staff, and contracts and houses with a Meridian Counselor 2-5 days a week for students who have been referred to the program. Our school has a link on the school district website to report bullying. A link to Fortify Florida is also on our website and allows stakeholders to anonymously report suspicious activity. Student surveys are conducted periodically allowing students to voice their concerns. Peer tutoring will also be available for middle school students. High school students will come into middle school classes and help students with academics.

Professional Learning Community grade level meetings will allow collaboration time between teachers. This will allow teachers to focus on students individually and ensure academic and social-emotional needs are being met.

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

Communication is key. Student are encouraged to attend open house, parent involvement nights, and are welcome to visit our administration offices as needed. Our guidance counselor is available to meet with student and parents as well. Graduation requirements are listed on our school website. In the transition from our elementary school to our middle school several measures are taken place to support the incoming cohort to a new school. Our 6th grade teachers go and meet the students while they are still in 5th grade. We host a visitation day that allows for 5th grade comes to LHS in May and take a tour of their new campus. 6th grade has a separate Open House just for 6th graders that is coordinated to address concerns of transition.

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

•Response to Intervention and MTSS process.
The team will use data to develop the planned placement of students within the 3 tiers of intervention based on student need.

•Title I, Part A
Lafayette High School is not a Title I school. However, some Title I funds are used to provide comparable services to eligible students in non-title I schools.

•Title I, Part C Migrant
The Lafayette District files an Application for the Title I Part A Basic, Migrant, and Title II Part A. Migrant, Homeless, English Language Learner and ESE programs provide additional support to at risk students in addition what is offered in regular education. All students are served in any program for which they qualify regardless of participation in other special programs.

•Title II
Title II funds are used to provide professional development activities in core subjects. Each year, the school improvement plan, school achievement plan, principal input and teacher surveys are used to determine appropriate professional development.

•Title X Homeless
Lafayette High School provides services to eliminate barriers to student achievement through a Homeless Liaison. The Liaison assists students with enrollment, and helps the students and their families access health and community services.

•Supplemental Academic Instruction (SAI)
Lafayette High School offers a Reading class in addition to ELA for all 6th-9th graders, and Intensive Math classes to students who need extra support.

•Nutrition programs
Free and reduced breakfast and lunch available to all students.

•Adult Education
Interested parents or community members can take TABE courses and/or earn a GED.

•Career and Technical Education (CTE)
There are opportunities at Lafayette High School in the area of Career and Technical Education. Programs offered are Business Education, Allied Health, Culinary Arts, and Agricultural Education. LHS provides coursework leading to industry certification.

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

LHS has a two guidance counselors, an assistant principal, and dean who assist students in making choices with regard to academic and career goals. Students are given the

opportunity to meet with each of these individuals as needed. We promote college and career readiness. Industry certifications are beneficial to our students, and the amount of students earning industry certifications is rising. Our school also partners with several post-secondary institutions. Throughout the year, representatives of these institutions are on the LHS campus to meet with students and parents, and field trips are scheduled to these institutions to promote post secondary opportunities.