

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

34 - Lafayette

Mr. Robert Edwards, Superintendent
Wallace Selph, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

Building a Community of Learners

b. District 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.

c. Link to the district's strategic plan (optional)

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in Priority and Focus schools. 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.

The Lafayette County School District subscribes to a data-driven focus for continuous improvement and has a process in place for continuous school improvement. The district plan is approved by the Board of Education and articulates the goals and focal points which will guide LCSD and its schools for the year ahead. At the school level, the School Leadership Team, principal, and school improvement chairperson analyze the data to determine if targeted goals were met. The team produces new goals for the coming year that are aligned with the district's vision, mission, and strategic plan and drafts the School Improvement Plan (SIP). The principal then meets with the School Advisory Council (SAC) to gather further input and approval for the plan. The district Administrative Team reviews both school plans and may provide additional input to ensure that they include a focus on increasing rigor in learning opportunities for students as well as closing gaps between current and expected student performance goals. SIPs are presented to the Board in September for final approval. Current district and school improvement plans are based on data analysis and a transition to Florida Standards. Student achievement data is collected throughout the year and compared with classroom, school, and district expectations to ensure that goals are being met. LCSD requires formalized progress monitoring by principals every nine weeks to assess improvement and assist teachers in adjusting instruction based on data results to better meet student need. The Administrative Team includes the superintendent, the director of teaching and learning, the finance director, the MSID/network administrator, support director, the two school principals and the two school assistant principals. The team meets weekly to address current issues, analyze performance data, and discuss improvement efforts. Additionally, the Administrative Team reviews all plans, including the SIPs, the Pupil Progression Plan, and the Title IA, IC, IIA, III, XI, X, and the IDEA for

alignment with the district's Core Beliefs. The Administrative Team also oversees the equitable distribution of all funds as well as compliance with all state and federal guidelines and requirements.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The Finance Director is directly responsible for making sure the allocations are carried out. However, the Administrative Team also oversees the equitable distribution of all funds as well as compliance with all state and federal guidelines and requirements.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

At this time, Lafayette County School District does not intend to add, modify or remove any specific policies or practices. School based leadership teams at each school consist of a Teacher Support Colleague/Reading Coach, a Technology coach, Guidance Counselors, Assistant Principals and Principals. The middle/high school also has a Dean.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

The Managed Turnaround option under section 1008.33, FS, Lafayette County School district chooses, is option number (1): Convert the school to a district-managed turnaround school.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

Lafayette County School District is a highly effective school district based on it's most current (15-16) Value Added Measure Scores. This year's student achievement scores indicate that the district will continue to remain a B. The elementary school is a "C" school, however they were 3 points away from a "B" and have shown improvement. The middle/high school is an "B" school again, however, they were one point away from an "A". LCSD does not have a DA school in the district. We plan to sustain our improvements by continuing to increase the rigor and student engagement through out all grade levels as we continue to move our students into Career and College Readiness, we also want to determine strategies to enlist more stakeholder involvement.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts

All during the year parents have the opportunity to become involved in Open Houses (Meet your Teacher), Quarterly Parent-Teacher conferences, as needed conferences, Informal Volunteer Orientations, School Advisory Council Meetings, monthly PRIDE nights and Parent Teacher Organizations. There is one school in the district that receives Title I funds, that school will hold an Annual Title I Meeting at the beginning of every year. Information concerning time, dates and of all activities and meetings will be made available in school newsletters, the local newspaper, take home flyers, school websites, and in some cases the automated phone call system for the district.

Parents at each school are encouraged to join the School Advisory Council in order to have the opportunity to participate in the decision making process for each school. The School Advisory Council is the decision making entity for each school. They will discuss strategies for the School Improvement Plan as well as the Parent Involvement Plan (for the Title I School). The council is also responsible for helping to develop the School Improvement Plan at each school.

3. Engagement of School Leadership

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The District Improvement Plan bases its development on local and state performance data, the Student Progression Plan, the district profile data and the Board of Directors Learning Plan (BODLP). Additionally, each school has an improvement plan (SIP) that is aligned with the district improvement plan. The School Improvement Plans are driven and supported by the established district vision and mission. The School Leadership Team, principal, and school improvement chairperson annually write a draft of the SIP based on district goals, data analysis and identified needs. The principal then meets with the SAC for collaboration and input on the plan. After the SAC's final review, district staff reviews the SIP and schedules it for approval by the Board of Education in September. These plans guide the teaching and learning process by giving direction to schools, departments, and supporting services. LCSD is part of the North East Florida Educational Consortium (NEFEC), a service organization that supports the district in strengthening teaching and learning as well as building capacity.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Hart, Gina, ghart@lcsbmail.net

b. Employee's Title

Director

c. Employee's Phone Number

(386) 294-4137

d. Employee's Phone Extension

e. Supervisor's Name

Robert Edwards

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Director of Teaching and Learning Services: duties include all federal projects (Title IA, IC, IIA, III, VI, X, IDEA, Part B, IDEA PreK,) as well as the state's comprehensive Reading Plan, Curriculum, Reading, Assessment and Accountability, Human Resources (Hiring, firing, evaluations), Teacher Certification, Equity, Home Ed, Virtual Instruction and Bargaining Negotiator for district as well as maintaining district policy updates and revisions.

2. District Leadership Team:**Clark, Stephen, sclark@lcsbmail.net**

Title	Principal
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Phone

Supervisor's Name	Robby Edwards
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Supervisor's Title	Superintendent
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Role and Responsibilities	Site supervisor and educational leader of Lafayette Elementary School.
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Hancock, Lisa, lhancock@lcsbmail.net

Title	Instructional Technology
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Phone

Supervisor's Name	Gina Hart
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Supervisor's Title	Director
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Role and Responsibilities	Acts as District Assessment Coordinator for the district. Plans, Schedules and facilitates instructional technology training for teachers consistently all year long.
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Clark, Hannah, hclark@lcsbmail.net

Title	Other
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Phone	(386) 294-5162
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Supervisor's Name	Gina Hart
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Supervisor's Title	Director
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Role and Responsibilities	District Staffing Specialist. Maintains all ESE files for the district. Schedules and facilitates all meetings with ESE parents, teachers, students and staff. Works with each school site as Rtl support.
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Land, Monica, mland@lcsbmail.net**Title****Phone**

386-294-4319

Supervisor's Name**Supervisor's Title****Role and Responsibilities****Hart, Gina, ghart@lcsbmail.net****Title**

Director

Phone**Supervisor's Name**

Robby Edwards

Supervisor's Title

Superintendent

Role and Responsibilities Over all federal projects, ESE, curriculum, assessment, teacher and administrator evaluations and some duties in Human Resources for the district.

Hancock, Stewart, shancock@lcsbmail.net**Title**

Principal

Phone

386-294-4133

Supervisor's Name

Robby Edwards

Supervisor's Title

Principal

Role and Responsibilities Site supervisor and educational leader of Lafayette middle/high school.

Swafford, Lorri, lswafford@lcsbmail.net**Title**

Teacher, K-12

Phone**Supervisor's Name**

Stephen Clark

Supervisor's Title

Principal

Role and Responsibilities School Improvement chair at elementary and elementary teacher.

Hingson, Alissa, ahingson@lcsbmail.net**Title**

Instructional Coach

Phone

386-294-1703

Supervisor's Name

Stewart Hancock

Supervisor's Title

Principal

Role and Responsibilities Teacher Support Colleague and Reading coach.

Bracewell, Kris, kbracewell@lcsbmail.net**Title** Assistant Principal**Phone****Supervisor's Name** Stewart Hancock**Supervisor's Title** Principal**Role and Responsibilities** CTE Coordinator, Adult Ed supervisor, assists the principal in the site management of the school. Responsible for conducting teacher observations,

3. Educator Quality

a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (16-17) information, the elementary is a C (3 points away from a B) and the middle/high school combination school is an B (one point away from an A). The schools are not in DA status. The district rating is a B. Ensuring quality leadership is an ongoing focus and priority for both schools. All school leaders meet Florida's Highly Qualified status and have participated in the Principal Leadership Academy through the North Florida Educational Consortium. Each school leader is given a state approved evaluation based on 40% academic improvement, 40% observation and 20% deliberate practice. A score of Highly Effective or Effective is acceptable. Scores of Needs Improvement or Unsatisfactory will result in an individualized professional development plan designed to improve the targeted areas of concern. If the evaluation scores continue to be low a second year or show no change, the member may be released from their annual contract.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (16-17) information, the elementary is a C and the middle/high school combination school is an B. The school are not in DA status.. The district rating is a B. Ensuring quality instructors is an ongoing focus and priority for both schools. All instructors meet Florida's Highly Qualified status or are working on gaining the status. Each school instructor is given a state approved evaluation based on 40% academic improvement, 40% instructional practice observation and 20% deliberate practice. A score of Highly Effective or Effective is acceptable. Scores of Needs Improvement or Unsatisfactory will result in an individualized professional development plan designed to improve the targeted areas of concern. If the evaluation scores continue to be low a second year or show no change, the instructor may be release from their

annual contract, or if the instructor is on professional contract, they may be moved to another area of instruction as well as not receive performance based compensation.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (16-17) information, the elementary is a C and the middle/high school combination is an B. The district rating is a B. We currently do not have any Focus and Priority Schools in the school district, however, common planning time occurs daily at the elementary school among grade levels K-5. Professional Learning Communities made up of teachers with common issues allow them to collaborate once a month at each school. Progress Monitoring meetings occur every nine weeks at both schools, these meetings provide additional time focused on teachers developing and using common assessment data to inform and differentiate instruction. Both school employ master schedules that allow for common planning times among grade levels and/or subject area departments.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (16-17) information, the elementary is a C and the middle/high school combination is an B. The district rating is a B. We currently do not have any Focus and Priority Schools in the school district, however, there is a Reading Coach/Teacher Support Colleague at each school. This support colleague models lessons, helps to analyze data and provides professional development on Florida's standards. LCSD also has a District Technology Coach, who focuses on helping teachers analyze their data and utilize the Performance Matters platform. The technology coach also provides professional development on various instructional tools and websites on the Florida standards (such as CPalms). Both the Reading Coach/TSC and the Technology Coach maintain a calendar of events where they record their daily activities. The Reading Coach/TSC's impact is evaluated by the school's Reading data. Areas of concern are pinpointed through School improvement plans every year and thus become the school-wide focus.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan

Yes

District Reading Plans

https://www.floridacims.org/districts/lafayette?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Collins Writing Program

Program Type

Core

School Type

Elementary School, Middle School, High School

Description

The Collins Writing Program integrates best practices into a simple, usable and effective approach that improves instruction and student engagement through writing across the curriculum. The proven instructional models enhance learning in any subject area including science, mathematics, and trade classes in career and technology schools. Collins writing features:

- frequent, risk-free writing assignments to increase academic engagement
- authentic assessments that quickly measure student performance
- performance tasks that force students to apply what they know
- a portfolio system that incorporates both teacher and student reflection

Frequent feedback and accountability are hallmarks of the Collins Writing Program and a key to any school improvement initiative. The goal of Collins writing is to continuously improve teaching and learning no matter if a school is considered advanced, proficient, adequate.

c. Mathematics

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math--Elementary

Program Type

Core

School Type

Elementary School

Description

GO Math! is a focused program designed to meet the objectives and intent of the Florida Standards for Mathematics. GO Math! was specifically written to provide thorough coverage of the Florida Standards with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Florida Standards for Mathematics with depth without having to develop new materials.

Glencoe Florida Math Connects Plus -- Middle School

Program Type Supplemental

School Type Middle School

Description Florida Math Connects is being correlated to the Florida Standards. A crosswalk is provided to use supplemental materials to create a standard-based curriculum. Glencoe Math is designed to support the unique teaching styles of the teacher, teacher ideas and the needs of the students.

Bedford, Freeman and Worth's Practice of Statistics--High School

Program Type Core

School Type High School

Description Practice of Statistics directly reflects the college Board course description for AP Statistics. The curriculum combines data analysis with innovative pedagogy.

Edgenuity - Online Curriculum

Program Type Core

School Type High School

Description State approved technology based curriculum for Geometry, Algebra II and College Readiness Math.

d. Science**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Journeys

Program Type Supplemental

School Type Elementary School

Description A reading curriculum used in grades K - 5 that has the science content embedded in the curriculum. With standards-based instruction integrated into every unit and lesson, Journeys provides the resources needed to plan and assess effectively, as well as teach and engage students.

National Geographic Science K - 5**Program Type** Core**School Type** Elementary School**Description** National Geographic Science is a research-based program that brings science learning to life through the lens of National Geographic.**Prentice Hall's Florida Comprehensive Science--Middle School****Program Type** Core**School Type** Middle School**Description** Comprehensive Science 1, 2, and 3 provides many options for teachers for delivering lessons that are aligned to the standards. The curriculum assist teachers in activating students in innovative, creative ways that drive life-long learning.**Science Fusions - Middle School****Program Type** Supplemental**School Type** Middle School**Description** Science Fusion gives students a meaningful way to interact with science. Every activity is an opportunity for students to ask questions, think critically, and make informed decisions. Students are asked to inquire, think, predict, analyze, and apply. These skills are the foundation for success in science, in school, and in life. With Science Fusion, students do much more than read about science concepts. Students use their curiosity, as well as their reasoning skills, to discover, interact, and apply what they've learned. Science delivers a holistic science experience, based on inquiry and application across print, digital, and hands-on resources.**Prentice Hall Miller Levine Biology--High School****Program Type** Core**School Type** High School**Description** The curriculum inspires students to interact with trusted and up-to-date biology content. The unique storytelling style used in the curriculum engages students in biology, with a greater focus on written and visual analogies.

Delmar/Cengage --Herren's The Science of Agriculture: The Biological Approach--High School**Program Type** Core**School Type** High School

Description The curriculum includes a thorough examination of the controversy and concerns over the use of genetic engineering, genetically modified organisms, cloning, and their perceived and potential dangers to humans and the environment. Each chapter begins with clearly-stated learning objectives, followed by key terminology. Chapters close with student learning activities intended to extend learning beyond the text material. end-of-Chapter test questions, in True/False; Short Answer/Discussion; and Multiple Choice formats help to evaluate students' understanding of the concepts presented in the text.

Pearson's Chemistry Plus**Program Type** Core**School Type** High School

Description Core Chemistry Skills and Math Review Modules allow students of various levels and learning styles to practice and master quantitative skills. Modern real-world applications help students connect chemical principles to events in their world, while stories involving careers illustrate the importance of chemistry in future careers.

Edgenuity - Online Curriculum**Program Type** Supplemental**School Type** High School

Description State Approved technology based curriculum being used as a support curriculum for Chemistry.

2. Instructional Alignment and Pacing**a. Program Monitoring**

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

District Staff meetings are held once a week, wherein school leaders and district administrators meet to discuss pertinent information concerning the two schools. iObservation data is reviewed to determine if instructional practice is being implemented with fidelity. Every nine weeks, school wide progress monitoring data is reviewed to determine whether or not the Florida standards are being implemented effectively, if not, a plan is set in place by the district leadership team and implemented

by the school leaders. Data from Performance Matters will help compare and contrast the different monitoring tools the district is currently using to obtain a better picture of the student's progress.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

No

a. Link to Student Progression Plan

b. Provide the page numbers of the plan that address this question

Currently, Lafayette County School District does not have a Focus and Priority school in the district, however, we do have a structure in place for students to transition from one school to another. Lafayette District Schools is a small, school district with only two schools, one elementary and one middle school/high school combination. It is set in a rural, sparsely populated area of north Florida. At the elementary school and the middle/high school, vertical and horizontal articulation is ongoing between grade level and subject area teachers. Teachers are given time to plan and collaborate in order to work out transitional issues between grade levels. The district's Student progression Plan may be found on the district website at: www.lafayette.schooldesk.net.

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

17.18.Comprehensive_Needs_Assessment.docx
17-18 Comprehensive Needs Assessment
Spring_2017_Data_Profile_Lafayette_(HCMS_and_PL)_ (1).pdf
Lafayette Spring 2017 Data Profile

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

Based on the data available, both schools, including the Title I A school, Lafayette Elementary, and the middle school / high school combination school, Lafayette High School are high performing schools. LES is a C and LHS is a B based on the 2017 School grade calculations. The schools are not in DA status. The district is a B. The Title IA school, Lafayette Elementary had a 2 percentage point loss in their third grade ELA score. 60% of the 3rd grade students scored proficient in English Language Arts – going from 62% scoring proficient to 60% scoring proficient. As a whole, Lafayette Elementary gained 2 percentage points overall in grade 3 through 5 in ELA, going from 45% proficient in 2016 to 47% proficient in 2017.

The state's average for grades 3-5 held constant at 56% proficient. Lafayette High School maintained their 49% proficient score in grades 6-8 as compared to the state's average of 53% for 2017. In 9-10 grade, LHS maintained in ELA with 57%, and outperformed the state's average of 51% proficient in 2017. English Language Arts continues to be an area of need across the grade levels.

FSA Math continues to be a solid strength in all of the grade levels for the district 64% of grades 3-8 scored level 3 or above on the FSA Math assessment compared to the state's average of 59% proficiency. 63% of grades 3-5 scored level 3 or above on the FSA Math assessment compared to the state's average of 61% proficiency. 64% of grades 6-8 scored level 3 or above on the FSA Math assessment compared to the state's average of 57% proficiency. The weakest area of concern is 5th grade FSA, 38% of these students scored level 3 or higher. 8th grade FSA is also an issue of concern, 43% of 8th grade students scored 3 and above. This could be due to the fact that higher performing students took the Algebra I EOC in 8th grade instead of the FSA Math, with a showing of 70% scoring proficient 3 or above, compared to the state's average of 88% proficient for 8th graders. 9-12 grade students who took the Algebra I EOC for graduation credit scored a little lower with 43% scoring proficient, compared to state's average of 45% proficient for 9th graders. Overall, 57% of LHS students who took the Algebra I EOC scored level 3 and above compared to the state's average of 62%.

The Geometry EOC indicated 80% of LHS 9th grade students scored level 3 and above compared to the state's average of 79% scoring level 3 and above. 50% of LHS 11th grade students scored level 3 and above compared to the states average of 20% scoring 3 and above. 33% of LHS 10th grade students scored level 3 and above compared to the states average of 40% scoring 3 and above. In grades 8 and 12 there were too few students testing to indicate the score in the grade level.

The Algebra II EOC scores indicated an overall gain of 3 percentage points from 52% proficient in 2016 to 55% proficient in 2017 according to the district comparison published by Florida Department of Education. 54% of all students tested scored Level 3 and above compared to 49% of all students tested at the state level. A breakdown of the individual grade levels shows 28% of 10th grade students scored proficient compared to the state's average of 60% proficient. In grades 9 and 11 there were too few students testing to indicate the score in the grade level.

The Science statewide assessment for 5th grade showed a 2% increase in the proficiency rate, going from 46% in 2016 to 48% in 2017. The state's average for 5th grade science was 51% proficient. The Science statewide assessment for 8th grade showed a 13% drop in proficiency jumping from 62% proficient in 2016 to 49% in 2017. The statewide average of students scoring proficient in 8th grade was 50%. The Biology EOC scores indicated 91% of all grades tested at LHS (10th grade and 11th grade). This is up 18 percentage points from last year, however it is above the state's average of 63% proficiency.

The EOC Civics score indicates 71% of all grades tested at LHS (7th grade) scored level 3 and above as compared to the state average of 69% proficient.

The EOC US History assessment indicates 74% of all grades tested (11th and 12th grade) at LHS scored level 3 and above as compared to the state's average of 67%. 74% of the 11th grade students tested scored level 3 and above compared to the state average of 68%. There were too few students tested in 12 grade to give overall score.

Based on the 2017 ELA scores for both Lafayette Elementary (a Title IA school) and Lafayette High School (a non-Title IA school), both schools need to continue to focus on improving their English Language Arts, however, both schools indicated good growth in certain grade levels and minimum decreases overall. Both schools continue to gain or maintain their achievement in FSA Math, outperforming the state average in all but one grade level. More teacher training on differentiated

instruction, higher level thinking and effective questioning may boost both Reading and Math student performance. Based on the 2017 EOC data available, Lafayette High School (a non-Title IA school) is exceeding the state's average performance scores in US History, Biology, Algebra I, Geometry, Civics and Algebra II.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Based on the 2017 ELA scores for both Lafayette Elementary (a Title IA school) and Lafayette High School (a non-Title IA school), both schools need to continue to focus on improving their English Language Arts, however, however both schools indicated good growth in certain grade levels and minimum decreases overall. Both schools continue to gain or maintain their achievement in FSA Math, out performing the state average all but one grade level. More teacher training on differentiated instruction, higher level thinking and effective questioning continues to be a focus for both Reading and Math student performance. Based on the 2017 EOC data available, Lafayette High School (a non-Title IA school) is exceeding the state's average performance scores in US History, Biology, Algebra I, Geometry, Civics and Algebra II.

100% of the teachers fell into the effective or highly effective rating in 15-16. Teacher evaluations are not complete at the time of this writing for the 16-17 school year. The district uses the Marzano model to observe and evaluate teachers and has just completed the 5th year. The Marzano iObservation data reveals that strategies in higher order thinking continues to be a weakness for instructional practice as a whole. The district analyzed the most current VAM data along with previous VAM data. A review of the data revealed over half of the teachers had a positive score in the combined Reading and Math aggregate. The majority of the students are performing above the predicted performance level. However, the Low Socio Economic subgroup continues to struggle. The elementary school principal has moved instructional staff around to different grade levels and subject areas based on student performance for the last three years.

The district will continue to place focus on the students most at risk at school for failure in order to impact student achievement.