Lake Nona High

2017-18 Schoolwide Improvement Plan

Lake Nona High

12500 NARCOOSSEE RD, Orlando, FL 32832

https://lakenonahs.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lake Nona High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Lake Nona High School offers multiple opportunities for teachers and students to interact in a culturally sensitive and positive way. There are multiple teacher sponsored clubs that offer opportunities for positive student and teacher interaction. Pawsitive Pride is an opportunity for teachers to recognize students for a variety of reasons including most improved. Provide opportunities for students to participate in extracurricular activities available at Lake Nona High School. (African-American Culture Club, Alliance, Always Wear Your Seatbelt Club, Anime, Gaming, and Scifi Club, Asian Club, ASL Club, Battle of the Books, Beta Club, Chess Club, Creative Writing Club,
CRU, Debate Club, DECA, Ethical Hacking, Fellowship of Christian Athletes, FFEA, Film & Video Club, Fishing Club, French Club, French Honor Society, Freshman Class, Helpful Paws For Animals, Health Occupation Students of America (HOSA), Hope's View, Inter-Club Council, Junior Class, Key Club, Lion Ambassadors, Literary Magazine SHARP, Model United Nations, Mu Alpha Theta, Muslim Student Association, National Art Honor Society, Nation Creation Club (NCC), National English Honor Society, National Honor Society, NUBICA, Photography Club, Lake Nona Rowing Club, Rho Kappa National Social Studies Honor Society, Rotary Club (Interact), Science National Honor Society, Science Olympiad Club (NONA Science Club), Seminary, Senior Class, Sophomore Class, Spanish Club, Spanish National Honors Club, Student Government Association, Thespians Club, UNICEF, Yearbook, and Zeta Omicron National Computer Science Honor Society. Students also are invited to participate in a variety of sports: Baseball, Bowling, Cheerleading, Cross Country(Ladies/Men), Flag Football, Golf, (Ladies/Men), Lacrosse, Soccer (Ladies/Men), Softball, Swimming, Tennis (Ladies/ Men), Track (Ladies/Men), Volleyball (Ladies/Men), Water Polo (Ladies/Men), Weightlifting (Ladies/ Men), Wrestling. For additional information please visit: https://docs.google.com/a/ocps.net/ document/d/1fYOtN2yPn52O232G1SQkLng1LrbOPIH3W9vC27viFPU/edit?usp=sharing

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Before, during and after school supervision is offered to maximize campus safety. Administrators, School Resource Officers, Security Guards and staff all contribute to campus safety by monitoring hallways, walkways, perimeter checks and even stand at classroom doors welcoming students to minimize delay in class entry and skipping. Students are addressed with respect and kindness even in difficult situations that may include student noncompliance. Code of Conduct is reviewed quarterly and discussed with students. Communication with students via morning announcements, Between The Lions Newsletter, and Social Media.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school-wide behavioral system is setup to create a fair, firm, consistent, and respectful environment that minimizes distractions and promotes learning. Below are our established behavioral protocols/procedures that we have in place :
• First day of school – Students are informed of districts expectations through the Code of Student Conduct
and L.N.H.S. expectations through our Top 5 Non-Negotiables.
• We have established interventions that teachers should use prior to writing referrals.
• We review of the Code of Student Conduct every nine weeks (as required by the district).
• Professional Development is given to our new and existing teachers on behavioral expectations and interventions (classroom management).
• Behavioral training for discipline staff to ensure they are knowledgeable about district behavioral expectations and interventions.
• Pawsitive Pride Reward Program for students demonstrating positive behaviors at Lake Nona High School.
• PASS Positive Alternative to School Suspension Program helps students maintain course work and remain
in a safe structured school environment, instead of, suspension.

d. 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.

Students that have been identified to have social and/or emotional needs greater than those of peers and are struggling to maintain adequate academic progress are provided support multiple ways. This effort may include team members from the ESE department, Guidance, Discipline, and SAFE working together collaboratively to ensure a student's needs are met so that they can focus on academic achievement and success.

Parent conferences, continual collaboration and communication across departments are common. Referrals to outside agencies, including O.C.P.S. approved School Based Services providers may be facilitated. Immediate assessments for "at risk" behavior is made and appropriate steps taken to secure a safe environment and in extreme cases School Resource Officer involvement for possible Baker Acts. The purpose of these interventions is to ensure the student is actively engaged in his/her academics and is able to experience success.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Each member of the administration team is responsible for collecting data for one of the following: attendance rates, discipline, level 1 on statewide assessments, and course failures. These lists are compiled and the students are placed on an intervention list. The administration meets once per week as an M.T.S.S. team to discuss the data results, and plans to decrease our number of students on those lists.

b. Provide the following data related to the school's early warning system

1. 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	136	165	162	104	567
One or more suspensions	0	0	0	0	0	0	0	0	0	131	105	85	60	381
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	200	231	205	119	755
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	111	122	0	0	233
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	173	173	115	55	516

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students who display two or more early warning indicators are placed on an intervention list. Those interventions include intensive math and/or reading (Reading Plus) for level one state test scores, a discipline plan for students with more than one suspensions, tutoring opportunities available with teachers before school, after school, and at times during lunch, differentiated instructional interventions based on student data results, credit recovery and virtual school for course failures, parent teacher conferences, College and Career Coach, and an attendance plan for students who fall below 90% attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

During the 2017-2018 school year, Lake Nona High School will continue to engage parents and encourage parental involvement through a variety of opportunities. This effort is made to give parents and guardians an opportunity to be active participants in their student's educational experience.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Lake Nona High School is part of the Partners in Education System through Orange County Public Schools. Teachers and administrators develop relationships with community businesses to help build resources for our school. Our Partners in Education support our school by donating resources to improve our school sports, clubs, and academics and in return, we support these businesses.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Browning, Paul	Assistant Principal
DiMarzo, Amanda	Assistant Principal
Chang, Martha	Principal
Chiles, Andrew	Other
Hoffman, James	Assistant Principal
Salazar, Adele	Assistant Principal
Lafayette, Tammy	Dean
Wolfe, Rosalinde	Dean
Alspach, Blake	Administrative Support
Whalen, Angelina	Administrative Support

b. Duties

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

The Principal oversees and coordinates all MTSS activities and efforts to insure needs are being addressed and effective MTSS strategies are being developed and implemented. The Assistant Principals oversee respective content areas, assist teams with data analysis and progress monitoring, developing instructional strategies, and identifying academic needs. Assistant Principals also meet regularly with PLC's to facilitate collaboration among teachers and to address needs. The Discipline Deans monitor student behavior and adhere to the MTSS Plan any concerns they have related to student behaviors that will negatively impact student achievement. They also work with the team to develop interventions for students who are behavior risks. The Testing Coordinator and Assistant Principal over Testing oversees all testing and assessment. They provide progress monitoring data from all formative assessments to the Leadership Team in order that the team might develop support systems to help struggling students be successful. The CRT oversees all professional development. He works with teachers to improve instructional practice and strategies. He identifies those strategies most needed that target the greatest need among students and helps teachers to implement these strategies in daily instruction.

2. 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.

The MTSS Leadership Team meets on Thursdays during 2nd period to discuss progress with initiatives and trouble shoot issues with implementation and/or monitoring of student progress. Assistant Principals function as support for all grade levels and groups of students. Each Dean acts as a grade-level specific leader for intervention and implementation for identified students. They work with teachers directly to insure students are receiving appropriate interventions at the appropriate intensity. The Guidance Counselors act as additional support for identification and monitoring of students and their instructional/intervention needs. Curriculum Leaders assist in implementation across curricular areas and specific grade levels. The MTSS Leadership Team is comprised of members from all areas across the school organization. As a result, the efforts of MTSS are integrated into the processes for all areas. The weekly meetings provide a forum for exchange of information and monitoring of processes from all stakeholders and across all areas. MTSS is integrated into all strategies and facets of the school organization.

Title I -- N/A

Title II funds will be used for Professional Development to support Math and Reading. The majority of funds will be used to support the continued implementation of the Tabor Rotation model in our math classes. For reading, Title II funds will be used to support content area literacy training.

Title III – Funds are used to in support of closing the achievement gap that exists among ELL students. Funds are used to purchase additional support for ELL students -- CCT and ELL paraprofessional. An International Scholars program has been established to provide additional support for our first year language acquisition students.

Title VI -- N/A

Title X – LNHS follows all McKinney Vento guidelines with regard to providing access to education and adhering to FERPA regulations for these students. Our SAFE coordinator maintains a record of these students and assists with resources for these students and families.

SAI – Funds are used to pay for a resource teacher to support teachers with instructional improvement and CCSS implementation.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Martha C. Chang	Principal
Ingrid Ramos	Education Support Employee
Jeanne Oakley	Teacher
Rosalinde Wolfe	Teacher
Jennifer Poole	Parent
McKenna Rothchild	Student
Jill Rothchild	Parent
Richard Victor	Teacher
Valerie Ledford	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation of last year's SAC plan will be September 2017. SAC members will be present and all points of the plan will be discussed.

b. Development of this school improvement plan

The L.N.H.S. SAC meets monthly throughout the school year. During the meetings, school performance data is reviewed with the SAC and discussed. The goals that have been established in the improvement plan based upon performance data are evaluated. The SAC works together in a problem-solving method to develop strategies to help L.N.H.S. achieve improvement goals. The process is continuous throughout the year. SAC found it beneficial to focus on subgroups and areas of Lake Nona that are in greater need than others. The SAC members will review the school's student achievement data monthly and discuss these areas and advise the school on key issues.

c. Preparation of the school's annual budget and plan

The SAC committee joins at the beginning of each school year to discuss the annual budget and plan for Lake Nona High School. This is facilitated by the principal with the SAC board members. They go over the details of the budget and plan, make necessary adjustments and approve.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were made available for Lake Nona High School. The SAC committee voted to use those funds for teacher grants that would benefit student achievement. In past years, Lake Nona's SAC committee gave over $12,000 in SAC funds to over 15 different teachers to use for student achievement grants for their classrooms.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Browning, Paul	Assistant Principal
Chang, Martha	Principal
Gautier, Nirsa	Instructional Coach
Krugh, Cristen	Teacher, K-12
Jaramillo, Heather	Teacher, K-12
Frenier, Tonya	Teacher, K-12
Alspach, Blake	Administrative Support
Wynn, Asa	Teacher, K-12
Sheppe, Lisa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Implementation of active reading strategies into content area classrooms.

Increased fluency and comprehension of students in intensive reading classes.

Increased student use of self-selected reading strategies.

Rigorous vocabulary taught to increase comprehension for lower level readers and ELL readers.

Use of higher order thinking questions to increase comprehension for all content area reading.

Using metacognition, background knowledge and inference skills to increase comprehension for all content area reading.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

It is an expectation at Lake Nona High School for instructional staff to use their PLC time to collaborate at least three times per week on student data, MTSS, content, lesson planning within common classes, and Deliberate Practice. During this time teachers are able to discuss lesson plan revisions, new strategies, and positive ideas/activities that are going on in their classes and share them with their fellow teachers. School wide implementation of initiatives from D.P.L.C.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. High quality professional learning opportunities (Principal/Assistant Principals/CRT/Academic Dean)
2. Comprehensive Interviewing Process (Principal/Assistant Principals)
3. New Teacher Induction/Mentoring (CRT/Academic Dean)
4. Professional Learning Communities (Principal/Assistant Principals/CRT/Deans)

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors are paired with their mentees according to common teaching assignments (e.g. – Algebra II with Algebra II) or common teaching fields (e.g.—English with English). Also, mentors and mentees are paired according to proximity. When proximity is minimal it allows for more frequent collaboration and professional discourse between the mentor and the mentee. The mentors also meet with the mentee informally on a weekly basis in order that the mentor may be able to address concerns, offer professional guidance, and suggest strategies for growth. In addition, quarterly new teacher meetings are held to address issues and or concerns for all new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Lake Nona High School uses core instructional programs that are put in place by the School District of Orange County. These programs are all aligned with Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Lake Nona High School uses data to drive the instruction in classes. If data shows that the needs of the students are not being met, the teacher can revise their teaching to help those students who need assistance. Data is also used to help Lake Nona provide tutoring for those students who have difficulty attaining the proficient or advanced level on state assessments. Data is kept up to date so teachers, coaches, and administrative team are aware of what differentiation needs to take place in the classrooms.

Some teachers have begun to implement the rotational model in which formative assessment data is analyzed. Students are then appropriately grouped based on their achievement level, and then led by the teacher through a series of rotations, in a single class period, to provide differentiated, focused instruction.

Additionally, at Lake Nona High School, Orange County Public Schools provides PSAT data, in order for, our guidance counselors to identify students that have AP potential and assist them in enrolling in appropriate Advanced Placement courses.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 900

AP Tutoring -- AP teachers provide Saturday tutoring to their students in their respective accelerated courses.

Direct Instruction for all state assessed courses from teachers.

Strategy Rationale

AP students are provided additional support to increase their achievement level by closing learning gasp and revise their understanding of the course material.

State assessed course students are provided additional instructional time to allow for greater content mastery and reduce learning gaps.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
DiMarzo, Amanda, amanda.dimarzo@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

For AP tutoring, sign in sheets will be collected and then those students who attended the tutoring will have their scores analyzed to determined the effectiveness of the tutoring opportunity.

For the state assessed courses, OCPS Quarterly Progress Monitoring Exams will be reviewed to determine if our students are achieving greater levels of success than other OCPS students and compared to our data from last year.

Strategy: After School Program

Minutes added to school year: 9,500

Through our new schedule, tutoring is provided by all teachers each Thursday from 1:55pm to 2:30pm. Additionally, state assessed course teachers and AP teachers are encouraged to provide tutoring opportunities after school for students. The exact schedule for tutoring is left to the discretion of each teacher and PLC.

Strategy Rationale

Students will receive help in specific state assessed and AP subject matter from teachers during the after school tutoring sessions to increase achievement and increase college and career preparation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
DiMarzo, Amanda, amanda.dimarzo@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA/EOC assessments, class assessments, AP test scores, and report card grades in state assessed, AP courses, and CTE courses will be reviewed to determine the impact of after school tutoring programs.

Strategy: Summer Program

Minutes added to school year: 1,920

Students who have not passed their EOC are encouraged to enroll in an EOC Summer Camp which provides additional support in instruction in state assessed content areas in which they struggled.

Strategy Rationale

Students, in order to increase their achievement on EOCs, are provided additional instruction in state assessed content areas with specific focus on key content areas to increase their ability to achieve success on EOC retakes provided at the end of the summer.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lafayette, Tammy, tammy.lafayette@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will retake EOCs at the conclusion of the summer and their passing rates will be analyzed to determine the effectiveness of the summer program.

Strategy: Summer Program

Minutes added to school year: 9,600

Summer School

Strategy Rationale

Students receive additional instruction and support during the summer to make up any credits not received the previous school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lafayette, Tammy, tammy.lafayette@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data that will be collected and analized to determine the effectiveness of strategy will include Teacher Assessments, Report Card Grades, and FCAT/EOC Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §1114(b)(7)(A)(iii)(V).

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

Guidance Counselors and College Career Specialist are available and meet with students in the beginning, middle, and end of school to keep them aware of their credits to fulfill their academic plan in their cohort groups and on track to graduate. Parent meetings are held for specific grade levels to prepare the students/parents of what is expected of them during the school year. Teachers prepare the students for classes for the following year by setting foundations of learning in their classes to help them prepare for the following grade level.

b. College and Career Readiness

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

Guidance Counselors and College Career Specialist visit the classrooms at least twice a year and discuss course selection and future goals and planning. The Guidance Counselors also list a breakdown of suggested courses for each year of high school for three different post-secondary goals. In addition, we have evening presentations for students and parents regarding AP, Dual Enrollment, Colleges and college planning, and Financial Aid. Finally, we also discuss Technical Dual Enrollment and Valencia Dual Enrollment with students.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

At Lake Nona High School, students have access to Advanced Placement Courses, College Dual Enrollment Courses, and Career and Technical Education Courses as part of their high school

curriculum. In addition, teachers provide some interdisciplinary instruction that provides students examples of the integrated relationship among the courses they are taking. Lake Nona High School has developed programs in partnership with Valencia College as part of the Collegiate Academy, and with Sanford-Burnham Research Institute as part of the Science Research Cohort program, and Florida Hospital as part of the Health Academy program. The administration and faculty of Lake Nona High School understand the important role that community partnerships can play in preparing students for their college and career choices. Through our on-campus business education courses, students are provided with instruction that will allow them to earn industry certifications. These certifications will assist as they enter the job market during their high school career.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Guidance Counselors go to the annual SUS, State University System, conference to learn about updates and changes from the Directors of Admissions of the 12 public universities in Florida. The counselors then bring the information back to our students in classroom visit settings. Lake Nona High School invites representatives from colleges, universities, and technical schools to our school to speak to our juniors and seniors about their programs and application process. In addition to this, L.N.H.S. has a "college night" and a "financial aid night" in order to promote college attendance and make students aware of available financial assistance programs.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Students who leave Lake Nona High School for postsecondary schools are prepared for advanced and rigorous courses. Students at Lake Nona take college level classes while in high school and have the ability to attend Valencia College while still attending Lake Nona. Taking AP/dual enrollment classes helps those students know what to expect when entering the post-secondary level. The current goal is to increase the percentage of students who complete dual enrollment and AP courses at Lake Nona for 2018.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or 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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Student achievement, in all state, assessed courses and CTE courses will increase as a result of more effective PLCs and incorporation of DPLC processes.

G2. Improve performance in Algebra I and Geometry through the improvement of standards-based instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Student achievement, in all state, assessed courses and CTE courses will increase as a result of more effective PLCs and incorporation of DPLC processes. 1a

🔍 G095336

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	60.0

Targeted Barriers to Achieving the Goal 3

- Current PLC structure does not promote effective collaboration in response to data analysis across all content areas which hinders student achievement due to a lack of shared best instructional practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development and MTSS plan support to create authentic, effective, data driven PLCs across all content areas.

- Create and utilize a DPLC team to represent Lake Nona in Orange County, and disseminate effective instructional practices across all PLCs.

Plan to Monitor Progress Toward G1. 8

Common Assessment Data Review

Person Responsible
Martha Chang

Schedule
Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion
Content Area PLCs will engage in monthly data analysis to determine if the PLC and the instructional modifications being made through PLCs are helping students achieve success

G2. Improve performance in Algebra I and Geometry through the improvement of standards-based instruction. 1a

🔑 G095337

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	45.0
Geometry EOC Pass Rate	60.0

Targeted Barriers to Achieving the Goal 3

- Aligned and rigorous assessments and data analysis

- Lack of facilitator at each PLC to help plan and focus on standards based instruction

- Instruction not aligned to standards properly which prohibits proper standards based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development for standards based instruction

- Additional Professional development and PLC time to deconstruct standards within content areas

- Additional PLC time for data analysis and aligned assessment review

- OCPS CRMs and PMAs

Plan to Monitor Progress Toward G2. 8

District Common Assessments

Person Responsible
Amanda DiMarzo

Schedule
Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion
Student data, updating PLC Action Plan Goals, review lesson plans and SMART Goals.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =**   **S** = Strategy
                     Barrier

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Student achievement, in all state, assessed courses and CTE courses will increase as a result of more effective PLCs and incorporation of DPLC processes. 1

🔑 G095336

G1.B1 Current PLC structure does not promote effective collaboration in response to data analysis across all content areas which hinders student achievement due to a lack of shared best instructional practices. 2

🔑 B256666

G1.B1.S1 Create a DPLC team with Curriculum Leaders from all content areas to represent all PLCs, bring back strategies from DPLC meetings and distribute information through school PLCS to increase effective instructional practice. 4

🔑 S271447

Strategy Rationale

Creating a DPLC team with identified leaders will allow effective information, strategies, and resources obtained from DPLC meeting to be distributed among all PLCs at Lake Nona to increase student achievement in all content areas. This will build leadership capacity at the school through DPLC members and increase effectiveness of instruction by building professional capacity of all teachers.

Action Step 1 5

Create a DPLC team to represent Lake Nona in Orange County

Person Responsible

Martha Chang

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

The DPLC team will represent Lake Nona at all Orange County DPLC meetings and will meet to discuss ways to effectively share the information with all content area PLCs

Action Step 2 `5`

Curriculum Leaders PLC

Person Responsible

Blake Alspach

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

The Curriculum Leaders, including members of the DPLC, will meet monthly to use data to identify areas of strength and weakness and, through collaboration, attempt to solve problems and increase student achievement. This information will then be shared with PLCs in all content areas in a more uniform, effective structure

Action Step 3 `5`

Professional Development on PLC Effectiveness

Person Responsible

Blake Alspach

Schedule

On 8/7/2017

Evidence of Completion

A professional development on the purpose of PLCs, characteristics of effective PLCs, and the use of data to drive instruction in PLCs will be given during pre-planning

Action Step 4 `5`

Content Area PLCs

Person Responsible

Martha Chang

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Content Area PLCs will meet at least monthly to review data, share information obtained from DPLCs, and collaborate to identify ways to increase student achievement

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Creating effective PLCs to improve instructional practices

Person Responsible

Martha Chang

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC attendance will be recorded, supervising administrators will monitor PLCs, and all PLC Action Plans and/or SMART goals will be reviewed and followed up on by supervising administrators

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Effective PLC practices resulting in modifications to instructional practices to increase student success

Person Responsible

Martha Chang

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLCs (DPLC, Curriculum Leaders, and Content Area PLCs) will create Action Plans in response to data to improve student performance and/or create SMART goals to focus instruction and increase student success

G2. Improve performance in Algebra I and Geometry through the improvement of standards-based instruction. 1

🔑 G095337

G2.B1 Aligned and rigorous assessments and data analysis 2

🔑 B256667

G2.B1.S1 Use of OCPS Progress Monitoring Assessments (PMAs) and culminating tasks incorporated in the CRMs 4

🔑 S271448

Strategy Rationale

By utilizing the county resources, our teachers can ensure that their assessments are aligned properly to the standards and are accurate measurements of student progress in each course. The data from PMAs and culminating tasks can then be analyzed and teachers can modify their instruction and support students based on that data.

Action Step 1 5

Utilize OCPS PMAs and Culminating Tasks in Algebra 1 and Geometry

Person Responsible

Amanda DiMarzo

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Teachers will schedule time and release the PMAs to students quarterly and implement the culminating tasks into their lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Track students completing PMAs and culminating tasks, review PLC minutes, and review lesson plans to ensure PMAs and culminating tasks are being used.

Person Responsible

Amanda DiMarzo

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Students will have taken the PMAs (Quarterly) and completed the culminating tasks (as scheduled by CRMs) in both courses which can be tracked and recorded through UNIFY or ProgressBook. The data from these assessments will be used in PLCs to make instructional modifications and minutes from these PLC meetings can serve as evidence of these conversation. Lesson plans can also be reviewed to ensure scheduling for PMAs and culminating tasks is happening.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Students should show increased mastery of Algebra 1 and Geometry content on PMAs and culminating tasks

Person Responsible

Amanda DiMarzo

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student progress on PMAs and culminating tasks will be reviewed to ensure that students are improving their performance on these aligned assessments

G2.B2 Lack of facilitator at each PLC to help plan and focus on standards based instruction [2]

🔑 B256668

G2.B2.S1 PD on PLC's, MTSS support for PLC's, and implementation of DPLC strategies. [4]

🔑 S271449

Strategy Rationale

Improve structure and focus of PLC's in order to build teacher capacity.

Action Step 1 [5]

Create common planning and PLC time at end of day.

Person Responsible

Martha Chang

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Through common lesson plans, PLC Action Plans, and PLC SMART Goals.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

PLC Action Plans and SMART Goals will be monitored and collected for review.

Person Responsible

Amanda DiMarzo

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC Action Plans and SMART Goals.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Supervising administrator will monitor PLC's and review Action Plans and SMART Goals.

Person Responsible

Amanda DiMarzo

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC attendance and updates on Action Plans and SMART Goals.

G2.B3 Instruction not aligned to standards properly which prohibits proper standards based instruction `2`
🔍 B256669

G2.B3.S1 Utilize OCPS CRMs to ensure standards based instruction is occuring `4`
🔍 S271450

Strategy Rationale

OCPS carefully created the CRMs to provide student centered, engaging, standards based instruction and our teachers should utilize this resource

Action Step 1 `5`

Teachers should be lesson planning utilize the CRMs

Person Responsible

Amanda DiMarzo

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

lesson plans showing use of the CRMs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Lesson plans are reviewed weekly and classroom observations occur as frequently as possible

Person Responsible

Amanda DiMarzo

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans will show use of the CRMs and classroom observation will show the use of the CRMs in lesson planning

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

PMAs and Culminating Tasks

Person Responsible

Amanda DiMarzo

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PMAs and culminating task scores will be reviewed to determine the effectiveness of the implementation of the CRMs into lesson planning and content delivery. Students should display increased proficiency on these exams as a result of the use of CRMs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3 🔑 A363940	Professional Development on PLC Effectiveness	Alspach, Blake	8/7/2017	A professional development on the purpose of PLCs, characteristics of effective PLCs, and the use of data to drive instruction in PLCs will be given during pre-planning	8/7/2017 one-time
G1.MA1 🔑 M389059	Common Assessment Data Review	Chang, Martha	8/14/2017	Content Area PLCs will engage in monthly data analysis to determine if the PLC and the instructional modifications being made through PLCs are helping students achieve success	5/30/2018 monthly
G2.MA1 🔑 M389066	District Common Assessments	DiMarzo, Amanda	8/14/2017	Student data, updating PLC Action Plan Goals, review lesson plans and SMART Goals.	5/30/2018 quarterly
G1.B1.S1.MA1 🔑 M389057	Effective PLC practices resulting in modifications to instructional practices to increase student...	Chang, Martha	8/14/2017	PLCs (DPLC, Curriculum Leaders, and Content Area PLCs) will create Action Plans in response to data to improve student performance and/or create SMART goals to focus instruction and increase student success	5/30/2018 monthly
G1.B1.S1.MA1 🔑 M389058	Creating effective PLCs to improve instructional practices	Chang, Martha	8/14/2017	PLC attendance will be recorded, supervising administrators will monitor PLCs, and all PLC Action Plans and/or SMART goals will be reviewed and followed up on by supervising administrators	5/30/2018 monthly
G1.B1.S1.A1 🔑 A363938	Create a DPLC team to represent Lake Nona in Orange County	Chang, Martha	8/14/2017	The DPLC team will represent Lake Nona at all Orange County DPLC meetings and will meet to discuss ways to effectively share the information with all content area PLCs	5/30/2018 monthly
G1.B1.S1.A2 🔑 A363939	Curriculum Leaders PLC	Alspach, Blake	8/14/2017	The Curriculum Leaders, including members of the DPLC, will meet monthly to use data to identify areas of strength and weakness and, through collaboration, attempt to solve problems and increase student achievement. This information will then be shared with PLCs in all content areas in a more uniform, effective structure	5/30/2018 monthly
G1.B1.S1.A4 🔑 A363941	Content Area PLCs	Chang, Martha	8/14/2017	Content Area PLCs will meet at least monthly to review data, share information obtained from DPLCs, and collaborate to identify ways to increase student achievement	5/30/2018 monthly
G2.B2.S1.MA1 🔑 M389062	Supervising administrator will monitor PLC's and review Action Plans and SMART Goals.	DiMarzo, Amanda	8/14/2017	PLC attendance and updates on Action Plans and SMART Goals.	5/30/2018 monthly
G2.B2.S1.MA1 🔑 M389063	PLC Action Plans and SMART Goals will be monitored and collected for review.	DiMarzo, Amanda	8/14/2017	PLC Action Plans and SMART Goals.	5/30/2018 monthly
G2.B2.S1.A1 🔑 A363943	Create common planning and PLC time at end of day.	Chang, Martha	8/14/2017	Through common lesson plans, PLC Action Plans, and PLC SMART Goals.	5/30/2018 daily
G2.B3.S1.MA1 🔑 M389064	PMAs and Culminating Tasks	DiMarzo, Amanda	8/14/2017	PMAs and culminating task scores will be reviewed to determine the effectiveness of the implementation of the CRMs into lesson planning and content delivery. Students should	5/30/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				display increased proficiency on these exams as a result of the use of CRMs	
G2.B3.S1.MA1 🔑 M389065	Lesson plans are reviewed weekly and classroom observations occur as frequently as possible	DiMarzo, Amanda	8/14/2017	Lesson plans will show use of the CRMs and classroom observation will show the use of the CRMs in lesson planning	5/30/2018 weekly
G2.B3.S1.A1 🔑 A363944	Teachers should be lesson planning utilize the CRMs	DiMarzo, Amanda	8/14/2017	lesson plans showing use of the CRMs	5/30/2018 quarterly
G2.B1.S1.MA1 🔑 M389060	Students should show increased mastery of Algebra 1 and Geometry content on PMAs and culminating...	DiMarzo, Amanda	8/14/2017	Student progress on PMAs and culminating tasks will be reviewed to ensure that students are improving their performance on these aligned assessments	6/1/2018 quarterly
G2.B1.S1.MA1 🔑 M389061	Track students completing PMAs and culminating tasks, review PLC minutes, and review lesson plans...	DiMarzo, Amanda	8/21/2017	Students will have taken the PMAs (Quarterly) and completed the culminating tasks (as scheduled by CRMs) in both courses which can be tracked and recorded through UNIFY or ProgressBook. The data from these assessments will be used in PLCs to make instructional modifications and minutes from these PLC meetings can serve as evidence of these conversation. Lesson plans can also be reviewed to ensure scheduling for PMAs and culminating tasks is happening.	6/1/2018 quarterly
G2.B1.S1.A1 🔑 A363942	Utilize OCPS PMAs and Culminating Tasks in Algebra 1 and Geometry	DiMarzo, Amanda	8/21/2017	Teachers will schedule time and release the PMAs to students quarterly and implement the culminating tasks into their lesson plans.	6/1/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement, in all state, assessed courses and CTE courses will increase as a result of more effective PLCs and incorporation of DPLC processes.

G1.B1 Current PLC structure does not promote effective collaboration in response to data analysis across all content areas which hinders student achievement due to a lack of shared best instructional practices.

G1.B1.S1 Create a DPLC team with Curriculum Leaders from all content areas to represent all PLCs, bring back strategies from DPLC meetings and distribute information through school PLCS to increase effective instructional practice.

PD Opportunity 1

Professional Development on PLC Effectiveness

Facilitator

Blake Alspach

Participants

All Lake Nona instructional staff

Schedule

On 8/7/2017

G2. Improve performance in Algebra I and Geometry through the improvement of standards-based instruction.

G2.B2 Lack of facilitator at each PLC to help plan and focus on standards based instruction

G2.B2.S1 PD on PLC's, MTSS support for PLC's, and implementation of DPLC strategies.

PD Opportunity 1

Create common planning and PLC time at end of day.

Facilitator

Blake Alspach, Amanda DiMarzo

Participants

All LNHS Instructional Staff.

Schedule

Daily, from 8/14/2017 to 5/30/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Create a DPLC team to represent Lake Nona in Orange County				$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	1951 - Lake Nona High	General Fund		$5,500.00
			Notes: Substitute Teachers for DPLC Team to attend meetings.			
2	G1.B1.S1.A2	Curriculum Leaders PLC				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	120-Classroom Teachers	1951 - Lake Nona High	General Fund		$5,000.00
			Notes: Curriculum Leaders PLC: P.D./Extra collaborative time			
3	G1.B1.S1.A3	Professional Development on PLC Effectiveness				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	590-Other Materials and Supplies	1951 - Lake Nona High	General Fund		$1,000.00
			Notes: Professional Development on PLC Effectiveness			
4	G1.B1.S1.A4	Content Area PLCs				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	590-Other Materials and Supplies	1951 - Lake Nona High	General Fund		$1,000.00
			Notes: Content Area PLCs			
5	G2.B1.S1.A1	Utilize OCPS PMAs and Culminating Tasks in Algebra 1 and Geometry				$0.00
6	G2.B2.S1.A1	Create common planning and PLC time at end of day.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	590-Other Materials and Supplies	1951 - Lake Nona High	General Fund		$1,000.00
			Notes: Create common planning and PLC time at end of day.			
7	G2.B3.S1.A1	Teachers should be lesson planning utilize the CRMs				$0.00
					Total:	$13,500.00