

Charlotte County Public Schools

Lemon Bay High School



2015-16 School Improvement Plan

Lemon Bay High School

2201 PLACIDA RD, Englewood, FL 34224

[no web address on file]

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

48%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

11%

School Grades History

Year
Grade

2014-15
A*

2013-14
B

2012-13
A

2011-12
A

**Preliminary 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 Charlotte 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lemon Bay High School is to inspire students, teachers, and parents to form a community of learners to promote excellence through a varied curriculum, to provide the tools necessary to foster positive contributions to our society, and instill a commitment to academic and personal achievement.

Provide the school's vision statement

Enter to Learn. Go Forth to Serve.

School Environment

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

When students register at Lemon Bay High School we take information about their native language. We then use this information to provide information to families in a culturally sensitive way via letters and forms that are to be distributed to the students and parents. A range of opportunities are also available for students to speak about their own culture through class discussion in social studies and English classes. All students are given a historical introduction to world cultures and major world religions through the tenth grade World History Class.

Student relationships are built in a host of ways at Lemon Bay. Students participating in extracurricular sports, clubs, and our co-curricular programs build deep and meaningful relationships with their coaches and sponsors. Our guidance department and administrative team meets regularly one-on-one with students that exhibit any manner of need, be it disengagement in the classroom, personal difficulty, social struggles with peers, or other concern.

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

Lemon Bay staff has an excellent relationship with our Student Resource Officer: Paul Cignarale. Paul remains visible around our campus before, during, and after school, especially during lunch and class changes. Our school security officer also patrols our grounds and hallways before, during, and after school, checking on students that are out from the classrooms. Teachers, administrators, and all staff participate in annual Code Red exercises to prepare for such emergencies.

Teachers, administrators, and guidance counselors strive to provide students the opportunities during class and in student conferences to share their personal struggles, thoughts, aspirations, and worries. Even during meetings regarding student discipline, demonstrating respect for students remains of the utmost importance to the staff of Lemon Bay.

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

In addition to the Charlotte County Public School Student Code of Conduct that directs all behavioral protocols, Lemon Bay has several additional structures that ensure consistent application of behavioral expectations. A matrix for discretionary discipline behaviors developed by Lemon Bay

administration is used by all assistant principals in an attempt to provide uniformly equitable consequences for mundane infractions. Administration also provides a training at the beginning of the year to all staff members to reinforce the local interpretation of behavioral policies and protocols. Expectations, consequences, policies and procedures are reviewed with all staff and an opportunity for question and answer is provided. Behavioral expectations are introduced at the beginning of the year to students through grade-level assemblies during the first week of classes, with each administrator providing detailed explanations of different components of the behavioral expectations while on campus. Students are also asked to read and complete the district code of conduct signature page, which is collected by their first period teachers.

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

Lemon Bay High School uses a team approach to ensure the social-emotional welfare of students. Teachers have been invited to participate in a new targeted mentoring program that is overseen by our Student Assistance Team (SAT). This group meets semi-monthly to discuss the struggles of individual students, specifically as it relates to social or emotional barriers to their academic success. Guidance counselors, ESE liaison, and an assistant principal sit on this committee. In addition to identifying students that may be experiencing individual difficulties, the team will meet with the students to receive feedback and ask what additional support the student would be willing to accept. This group also communicates with relevant staff and parents the names and specific needs of such students so that all stakeholders can be partners in supporting the success of Lemon Bay Students. Assistant Principals also take an active role in counseling students on their emotional state, as their is an informal counseling component to every student meeting whether it be for school discipline or otherwise. Guidance counselors meet daily with students who may be experiencing social or emotional difficulties, one-on-one, in an attempt to provide positive adult support and guidance. The on-site social worker further buttresses the team, with a laser-focus on the social and emotional well-being of our student population. Students receive counseling and referrals to outside agencies when necessary from the social worker.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

A significant percentage of our early warning system is through our Student Assistance Team (SAT). This team is comprised of one assistant principal (Michelle Wier), our guidance counselors, our school social worker, and our ESE Liaisons. This group meets biweekly to discuss students with data that falls into the following categories:

- Attendance that falls below 90 percent
- Suspension data
- Family or living situations that may result in negative pressures on success at school

Guidance counselors and Assistant Principals are each assigned a grade level or grade levels to work with students individually, based on other data. The following data is used to generate guidance/administrative involvement on this one-on-one basis:

- Course failure in English Language Arts
- Course failure in Mathematics
- A level 1 score on ELA or Mathematics statewide standardized assessments

Specific early warning indicator-driven scheduling was performed for 9th and 10th grade students based on previous year end of year mathematics testing. For our lowest-performing 9th graders (on the 8th grade statewide FCAT math assessment), we have created four sections of math pre-remediation. Based on previous data trends, low performance on 8th grade mathematics FCAT is a

strong indicator for failure on the Algebra I statewide End of Course Exam. Therefore, LBHS is pre-remediating the students with this indicator with additional Algebra I support, systematically before they take the exam. For our 10th graders that have failed the Algebra I End of Course Exam during the Spring 2014 administration of the test, we have placed these students into a remedial math course with the intent of shoring up gaps in knowledge so that they may be successful on the test this year.

Specific early warning indicator-driven scheduling was performed for 9th, 10th, 11th, and 12th grade students based on English Language Arts statewide assessment data. Students that failed to earn a passing score on the previous year's 8th grade, 9th grade, 10th grade, or 10th grade retake exam, have been scheduled into an extra period of reading instruction with a focus on skills attainment.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	25	44	39	19	127
One or more suspensions	6	35	31	26	98
Course failure in ELA or Math	51	89	81	35	256
Level 1 on statewide assessment	56	79	54	34	223

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	39	85	69	25	218

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

One-on-one meetings with teachers
One-on-one meetings with guidance counselors
One-on-one meetings with administrators
Before and after-school math peer tutoring
Extended English Language Arts time during the day
Special pre-remediation mathematics course offerings
ParentConnect weekly calls for struggling learners

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Lemon Bay has a significant number of parent outreach initiatives. Starting in the late summer, Lemon Bay hosts a freshman orientation day to which parents are invited; a significant number attend. Parents and students listen to a presentation by guidance counselors and administrators and then are separated so that parents can ask questions of Lemon Bay staff while the freshman students receive a tour and time with an upperclassman Manta Mentor. Once the school year begins, Lemon Bay hosts individually targeted night events for each cohort group of student (freshman, sophomore, junior, and senior), again with guidance and administration providing information and allowing time for question and answer. A separate Advanced Placement student night is also planned with targeted focus on reviewing past performance and expectations for Lemon Bay students participating in the Advanced Placement program. In the late Spring, a Freshman Registration Night is planned and scheduled, again with parents and students invited to the school to individually meet with teachers, counselors, and administrators to request and review courses for the following year.

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

Lemon Bay has a strong relationship with its community partners. This partnership is encouraged and maintained through several key elements. The first of these is the student-driven partnership maintained by an extremely high rate of community service in which our students participate. Each year, Lemon Bay students contribute tens of thousands of community service hours with nonprofit local community organizations and charities. Many of the organizers and directors of these nonprofit organizations are also local business owners and supporters of the school based on this highly interwoven relationship between the school and community. Many of these business leaders, in addition to direct support of the school through athletics and other initiatives, also sponsor direct senior scholarships at our senior awards night.

Starting with the 2013-2014 School Year, Lemon Bay implemented a new program designed to grow an even stronger and more sustainable community base of support: the senior hall of fame. Through a highly selective nomination and application process, a small number of highly involved students that demonstrate outstanding dedication to the school, or who "bleed blue & orange," are invited to join the Lemon Bay High School Hall of Fame. These students receive an embroidered blazer and their picture is displayed in the halls of the school. The intent is that as these students matriculate to college and graduate, many will return and rejoin the Englewood community. This identifying membership will serve as a powerful leverage to reconnect with these former students and encourage involvement, both in time and finances, as alumni.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bedford, Bob	Principal
Murphy, Robert	Assistant Principal
Keegan, Patrick	Assistant Principal
Henry, Michael	Assistant Principal
Wier, Michelle	Assistant Principal

Duties

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

Bedford:

- Setting School Vision and academic priorities with input from stakeholders
- Co-Chairing of Lemon Bay Leadership Council (Partnership in Performance Council)
- Establishing and maintaining key community stakeholder relationships
- Acting as appellate decision-maker in terms of academics, discipline, and athletics
- Evaluating English Department instructional staff members and several others

Wier:

- Overseeing Facilities and Custodial Staff
- Overseeing Athletics, and Student Activities
- Evaluating math Department instructional staff members, Foreign Language Department instructional staff members and several others
- Coordinating community organization goals and needs with those of the school
- Attending and implementing state and county Career and Tech education initiatives, policies, and protocols
- Discipline issues 12th

Henry:

- Overseeing Facilities and Custodial Staff
- Acting as liaison with district office in matter of construction, security, and student safety
- Coordinating school Fire Drill policies, protocols, and procedures
- Coordinating school Crisis Plan and associated policies, protocols, and procedures
- Evaluating English Department instructional staff members and several others

Murphy:

- Overseeing State Testing
- Acting as administrative second-in-command in absence of principal
- Overseeing Discipline for all students
- Discipline issues 9th-11th
- Evaluating Social Studies Department instructional staff members and several others

Keegan:

- Overseeing Curriculum and Instruction
- Overseeing Progress Monitoring Testing
- Evaluating Science department instructional staff members, Advanced Placement instructional staff members, and several others
- Acting as liaison between Department of Learning at the district office and the school
- Coordinating the implementation of state- and county-mandated curriculum initiatives
- Coordinating professional development for instructional staff
- Facilitating the leadership of departments through department chairs

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 School Leadership team of Lemon Bay High School meets before the school year starts, for no less than one week, to reevaluate available resources of all types and to carefully consider the needs of all students. Special attention is paid to numerous types of data, the most crucial of which are student test scores on high stakes tests (English and Language Arts grade 10 & Algebra I End of Course Exam), and an overall plan for the implementation of changes or the continuation of past practices is established. That plan is broken into its various components by the Leadership team, with each member owning various pieces as deemed appropriate by the principal. Those components that are necessary for Leadership Council approval are taken to that body by the principal. The team

takes a critical approach, and with their varied education backgrounds (members having taught in social studies, math, science, and career/tech) broad perspectives are explored for the highest possible student impact in decision-making.

Reevaluation of the comprehensive school plan occurs daily through afternoon meetings of the leadership team at least three days per week from 2:00pm to 3:00pm. During this time, all members report back on their interaction with the implementation of their specific responsibilities for that day and/or week, and the other members providing feedback or suggestions as necessary.

Any additional dollars provided through district, county, state, and/or federal sources are overseen by the principal, but included in both the pre-school comprehensive planning and the daily reassessment meetings.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bob Bedford	Principal
Kale Dailey	Parent
Michelle Browder	Parent
Glennis Porter	Parent
Althea Connor	Parent
Jamie Curry	Parent
Lenny Fasano	Education Support Employee
Jennifer Guzik	Parent
Rita Hauer	Parent
Beth Joseph	Parent
Ruby Marshall	Parent
Tammy Tieu	Parent
Karen Tormey	Parent
Dianna Walston	Parent
Cindy Weinfeld	Parent
Kaitlyn Dailey	Student
Amber Craft	Parent
Amy Farley	Parent
Bobbi Fogo	Parent
Julia Mercier	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC evaluates the previous years School Improvement plan and the entirety of the leadership team attends the SAC meeting in which the review occurs. Assistant Principals and Principal present the previous year's plan and provide any and all relevant comments about student performance, staff perceptions, overall implementation of the plan, and thoughts about the plan for the subsequent year.

SAC members engage in critical questioning of the plan and performance, with many of the answers providing significant guidance for the following year's plan. Following the question and answer session, SAC members then make direct suggestions or proposals for the plan for the subsequent year.

Development of this school improvement plan

With the questions and criticisms of last year in mind, and the specific suggestions for this year received, the school leadership set about to write the school improvement plan for 2015-2016 year. That plan, once drafted, will be provided to the SAC for commentary, criticism and suggestion. These are then incorporated into the plan and the final draft redistributed to SAC for final approval. It is important to note that while the plan is moving through SAC, it is simultaneously moving through Leadership Council (PPC) for similar criticisms, suggestions, and final approval.

Preparation of the school's annual budget and plan

The principal, after receiving his initial allocation of budget lines from the district, sits with the leadership team and the team offers suggestions based on previously decided visions and goals for the year. The principal then drafts the budget with the leadership team recommendations in mind, and presents the draft to SAC for review, suggestions, and criticisms. This process also allows for SAC to review the alignment of budget and plan with specific goals of SAC and the School Improvement Plan.

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

No school improvement funds were allocated last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bedford, Bob	Principal
Keegan, Patrick	Assistant Principal
Moore, Dorothy	Teacher, K-12
Powell, Bonnie	Teacher, K-12
Sloan, Jennifer	Instructional Media
Strickland, Sean	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is planning on promoting literacy in the school through several key methods:

Analyzing the availability of anchor and supporting texts in accordance with new curriculum standards in ELA

Sharing of best practices that focus on quality literacy instruction
Promoting of the love of literature through extracurricular programs and interest clubs
Consideration of Professional Development opportunities for Lemon Bay High School that encourage other core and non-core subjects to embrace literacy in their instruction
For this year the LLT is preparing a book reading challenge for both students and staff members

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Lemon Bay has several strategies to encourage positive working relationships between teachers. The most obvious of these strategies is the inherent nature of the requirement as a component of the Marzano-based evaluation system. Domain four of the evaluation system is "Collegiality and Professionalism." While the current system is asset-based, meaning teachers self-identify practices that are consistent with the design elements and describe them for their supervisor, the system nevertheless encourages positive working relationships and specifically collaborative planning and instruction. Lemon Bay is returning to a staggered PLC schedule based on tested subjects. Facilitated by administration, PLC will meet monthly to discuss data and effective practices for responding to data. Last year, Lemon Bay had gone to all PLCs meeting on one day. This was determined by administration to be an ineffective model for data analysis as the data analysis program is completely new. For the 2015-2016 school year, PLCs have been implemented for all the following groups: Algebra I, Algebra II/ Math for College Readiness, Geometry, Liberal Arts (Remedial Math), ELA 9 & 10, ELA 11 & 12, Biology, and US History. These PLCs will meet every month for approximately 30 minutes. The focus of these meetings is data-based response to test results by way of standards-based instruction. This year, with support from the district, Lemon Bay is continuing "data" days for examining data for the ELA and Math departments. These days will be facilitated by the Assistant Principal for Curriculum and will allow at least six hours of time to collaborate on best practices driven by data review.

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

Recruitment efforts in Charlotte county are typically handled at the district level. In terms of development and retention, the administrative team works hard to adjust the master schedule to meet the teaching preferences of staff members, and those members that demonstrate high levels of commitment to improvement and/or continued success in the classroom often experience preferential section assignment. Development of staff is done on both a group and an individual basis. Members of the leadership team, as well as department chairs and peer teachers, work one-on-one with teachers who are seeking improvement in their practice. This coaching occurs through conferencing, peer and supervisor observations, and PLC work within the department. New teachers also have the opportunity to participate in the district New Educator Training Program (NET). Ensuring highly-qualified in-field instructors can be a challenge for certain niche teaching assignments, but the Leadership Team continues to reach out, when necessary and appropriate, to local state colleges and through the district to identify candidates that would be a good fit at Lemon Bay.

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

The school's teacher mentoring program has two distinct types: NET (as describe above) and Coaching, Assisting, and Supporting Teachers (CAST). The NET program inherently employs mentoring as a fundamental element. The CAST mentoring model is for teachers that have either self-identified as in need of professional assistance, or have been assigned to the CAST program for performance reasons. In both programs the mentor meets with the mentee on a regular basis (weekly at least) to provide

feedback, support, and guidance in the execution of the manifold responsibilities of teaching. Pairings of teachers are typically kept within a department if possible due to the congruence of content and likelihood of direct resource support from the mentor for the mentee. Personalities are a secondary consideration, and when a willing mentor within the department cannot be identified, leadership will rely on overall strength of instructor and willingness to help as guiding factors. Participants in the NET program are required to log their interactions with their mentor weekly. Participants in CAST meet as frequently as recommended by the CAST committee which oversees the progress of teachers participating in the program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

For the 2015-2016 school year, Lemon Bay is promoting standards-based, data-driven instruction as its primary curricular focus. This alignment is the subject of monthly PLC meetings, during which teachers are examining assessment data, as well as developing lesson plans that are similarly focused and aligned with state standards.

Leadership is also collecting and reviewing lesson plans on a weekly basis for all instructors. This process of submission and review of lesson plans, combined with classroom observations, allows for school accountability of standards alignment.

Also a focus this year is the use of effective questioning techniques over the course of lesson presentation. Teachers will focus on questioning techniques that engage all students, and provide for varied levels of sophistication.

Instructional Strategies

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

Lemon Bay High School uses data for progress monitoring of individual students, comprehensive reflection of teachers on their practice and address of curriculum, and identifying best practices for sharing with others.

For most core instruction classes (Biology, U.S. History, English 9, English 10, English 11, English 12, Reading 9, Reading 10, Reading 11, Reading 12, Algebra I, Algebra II, Geometry, Liberal Arts Math I, Liberal Arts Math II, AP Calculus, AP World History, AP Biology, AP Language and Composition, AP Literature and Composition, AP Human Geography, AP U. S. History, and AP Environmental Science) as well as our Career Technical education classes that build toward an industry certification exam, students and teachers rely on progress monitoring windows that vary by subject, but are mostly conducted between three and five times per year. The results of these progress monitoring assessments, many of which are conducted on USA TestPrep, are used by teachers to identify areas of needed reteaching for the entire class as well as identify individual students that need additional support with a given concept.

The most salient example of this process is in remedial algebra classes. Targeted interventions aligned with the four basic concept groups in algebra have allowed Lemon Bay to provide fewer remediation classes after students fail the algebra end of course exam and instead identify students that are likely to underperform and schedule them into a course that is specifically designed to differentiate between the four main algebra concept areas and coach the students toward a proficient score.

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: After School Program

Minutes added to school year: 10,800

Opportunities for credit retrieval through a facilitated online program: Edgenuity. 120 minutes, 3 days a week for approximately 30 weeks (15 weeks per semester).

Strategy Rationale

Students being re-enrolled in the traditional classroom, after failing to earn a passing grade, would often return to the exact same teacher with whom they just unsuccessfully completed the previous year. By taking an abbreviated credit retrieval version of the course students are able to maintain a full elective schedule while also retrieving graduation-requirement based classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keegan, Patrick, patrick.keegan@yourcharlotteschools.net

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

Student participation is tracked on a weekly basis and teachers/guidance counselors communicate with the student and parents regarding progress. All administration carefully monitors seniors participating in the credit retrieval program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

For the ninth grade students in the late Spring, prior to entering Lemon Bay as a Freshman, Guidance and Leadership host a Freshman Registration Night. Parents and students are invited to the school to individually meet with teachers, counselors, and administrators to request and review courses for the following year. Then, in the late summer, Lemon Bay hosts a freshman orientation day, to which parents are invited and a significant number attend. Parents and students listen to a presentation by guidance counselors and administrators and then are separated so that parents can ask questions of Lemon Bay staff while the freshman students receive a tour and time with an upperclassman Manta Mentor. Once the school year begins, Lemon Bay hosts an individually targeted night, just for freshman and their parents to review the transition to high school, encourage involvement, serve as a resource for questions, and offer support for students and parents struggling with the transition from middle school.

Lemon Bay will be participating in an articulation day during the Professional Development Day in February, during which mathematics and ELA teachers will discuss standards and articulation between schools.

College and Career Readiness

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

Lemon Bay draws on several strategies to advance college and career awareness. Primarily, college and career awareness is the focus of parent nights at Lemon Bay. At this open invitation nights for each cohort of students, guidance counselors review graduation requirements in the context of the latest information from the State University System so that students can begin to gauge their performance in classes and on tests. Additionally, the College and Career Counselor meets with every student in every grade at the beginning of every year in an attempt to encourage participation in higher education and to explain the requirements for college entrance at the varying levels of selectivity. The outreach that occurs between the school and local organizations is also significant. As part of our Senior Awards and Scholarship Program, local businesses and organizations contribute hundreds of thousands of dollars for students to attend college. The availability of this money and the opportunity that it can represent serves as a powerful motivator.

Teachers are also mindful of the student test data that represents the concept of "college and career ready." Students' performance on the PERT is reviewed by the guidance counselors, college and career counselor, as well as the leadership team to identify students that could participate in college should they so choose, but may not without additional encouragement.

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

Lemon Bay students have the opportunity to earn several industry certifications at Lemon Bay High School. Through the Computing for College and Career courses, students can earn their Microsoft Office Bundle Certification. Through out Technical Design and Engineering Design courses, students can earn varying levels of AutoCAD certifications.

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

The most significant implementation of career and technical education has been the school-based decision to enroll all freshman in Computing for College and Careers. Through this curricular commitment, all students, regardless of academic trajectory, will have the opportunity to become industry-certified in the most ubiquitous computer programs that they are likely to encounter after high school.

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

The trending of data for Lemon Bay High School based on the High School Feedback Report shows improvement in almost all areas as well as performance above district averages. Not all statistics exceed state averages.

One of the ways in which Lemon Bay is attempting to prepare students for the public postsecondary level is to transition from a math remediation model for algebra into a math pre-remediation model for algebra. The first year of this transition was very successful. This has allowed a higher percentage of freshman to pass algebra I and complete the Algebra I end of course exam graduation requirement prior to exiting the ninth grade. This also provides additional time in the students's schedule during their last two years to take higher level math classes rather than remedial ones.

Additionally, Lemon Bay has increased the number of students that sit for the PERT test so that school leadership, guidance counselors, and teachers have a better understanding of where all students stand in relation to being prepared for the postsecondary level. The PERT will be used for the same students at the beginning and the end of the year to chart growth and attainment of school goals.

Math for college readiness at the senior level is also targeted at improving PERT scores so that students that matriculate to a state college are not forced to take remedial coursework. Similarly, ELA

courses at the junior and senior levels are taught within the context of SAT/ACT preparation and PERT performance.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

The student outcomes for the Biology End of Course examination and US History End of Course examination were sources of strength for LBHS.

The student outcomes for 11th and 12th grade mathematics college readiness, 10th grade ELA, and Algebra End of Course examination indicate the need for additional curricular focus in these areas.

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” 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.

For 11th and 12th grade mathematics college readiness, the lack of a strong progress monitoring plan has undermined the cohesiveness of our approach.

For 10th grade ELA, the lack of teacher experience with aligned text and materials, as well as unfamiliarity with the assessment itself were sources of student performance shortfalls.

For the Algebra End of Course Examination underperformance in the general Algebra I classroom (Tier 1 instruction) was the source of lacking student performance.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For 10th grade students, 71% will pass the Florida Standards Assessment (FSA AIR Test) for English Language Arts.
- G2.** For first time test takers of the Algebra I End of Course Exam, 72% of Lemon Bay High School students will earn a proficient score.

Strategic Goals Detail

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

G1. For 10th grade students, 71% will pass the Florida Standards Assessment (FSA AIR Test) for English Language Arts. **1a**

 G070996

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	69.0

Resources Available to Support the Goal **2**

- Data Days, USATestPrep Progress Monitoring, Online HRW resources

Targeted Barriers to Achieving the Goal **3**

- Lack of state feedback regarding student performance, Increased depth and complexity of standards, Lack of test preparation materials, New curriculum maps

Plan to Monitor Progress Toward G1. **8**

Progress Monitoring scores from USA TestPrep, Classroom-based Assessments, and FSA ELA Test.

Person Responsible

Bob Bedford

Schedule

Monthly, from 10/15/2014 to 5/15/2015

Evidence of Completion

Scores that eclipse the 69% target of proficiency. Significant gains/growth from USATestPrep BOY to MOY to EOY/FSA Assessment. Demonstration of mastery on classroom-based assessments.

G2. For first time test takers of the Algebra I End of Course Exam, 72% of Lemon Bay High School students will earn a proficient score. 1a

G070997

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	72.0

Resources Available to Support the Goal 2

- HMH textbooks
- Algebra Nation Videos and Workbooks
- Algebra I Crossblock Scheduling for Lowest Performing 9th graders
-

Targeted Barriers to Achieving the Goal 3

- More rigorous standards, New Textbook, Low percentage of incoming proficient freshman students

Plan to Monitor Progress Toward G2. 8

Multiple test data points including USATestPrep, class-based assessments, PERT Testing, and End of Course Exam results.

Person Responsible

Bob Bedford

Schedule

Monthly, from 10/15/2015 to 5/15/2016

Evidence of Completion

Scores outmatching our goal of 72% will be considered "on track" to meet the goal. PERT test results will become available in December or January with a 97 being the necessary score to be "on track." The End of Course Exam score is expected be a 399 to pass.

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** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. For 10th grade students, 71% will pass the Florida Standards Assessment (FSA AIR Test) for English Language Arts. **1**

 **G070996**

G1.B1 Lack of state feedback regarding student performance, Increased depth and complexity of standards, Lack of test preparation materials, New curriculum maps **2**

 **B185151**

G1.B1.S1 ELA PLC with focus on common lesson planning, Use of data from USATestPrep progress monitoring, standards based instruction and best practices with the new textbook, Implementation of a new school-wide writing progress-monitoring assessment **4**

 **S196584**

Strategy Rationale

Collaboration and sharing of best practices should leverage best possible lessons presented to students. Use of progress monitoring data will allow data-driven instruction and eliminate student deficiencies. Use of lesson plans from last year and additional exposure to the textbook will reduce teacher apprehension and unease with series. Lack of state feedback regarding writing, and lack of a district-based writing assessment necessitate a school-based initiative.

Action Step 1 **5**

Plan and execute new PLC Calendar with monthly ELA PLC Meetings and Two Scheduled Data Days for the successful implementation of common lessons and assessments in the classroom concentrating on standards based instruction.

Person Responsible

Patrick Keegan

Schedule

Biweekly, from 8/1/2015 to 5/15/2016

Evidence of Completion

Creation of common lesson plans, assessments, and effective data review on data days.

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

Teacher attendance at PLCs, Review of USATest Prep data

Person Responsible

Patrick Keegan

Schedule

Biweekly, from 8/1/2015 to 5/15/2016

Evidence of Completion

Successful creation of common lesson plans and assessments. High teacher attendance at PLC sessions.

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

Review of student assessment data and teacher feedback from PLCs.

Person Responsible

Patrick Keegan

Schedule

Monthly, from 8/1/2015 to 5/15/2016

Evidence of Completion

Scores on student assessments that eclipse the target. Appropriately aligned common assessments that reflect student learning at a rate matched to ELA Test.


G2. For first time test takers of the Algebra I End of Course Exam, 72% of Lemon Bay High School students will earn a proficient score. **1**

 G070997

G2.B1 More rigorous standards, New Textbook, Low percentage of incoming proficient freshman students **2**

 B185152

G2.B1.S1 Algebra 1 PLC to create common lessons and Review USA TestPrep Progress Monitoring **4**

 S196585

Strategy Rationale

Common Lessons and progress monitoring will encourage best practices and eliminate student deficiencies

Action Step 1 **5**

Algebra I teachers will attend PLCs and two Data Days for progress monitoring review and best practice sharing.

Person Responsible

Patrick Keegan

Schedule

Monthly, from 8/1/2015 to 5/15/2016

Evidence of Completion

PLC Attendance, Classroom Observation, Student Performance on USATestPrep and EOC

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

PLC Attendance and Use of USATestPrep

Person Responsible

Patrick Keegan

Schedule

Monthly, from 8/1/2015 to 5/15/2016

Evidence of Completion

Attendance and Use of USATestPrep

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

Student Results

Person Responsible

Patrick Keegan

Schedule

Monthly, from 8/1/2015 to 5/15/2016

Evidence of Completion

Student performance on EOC and MOY/EOY tests.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Plan and execute new PLC Calendar with monthly ELA PLC Meetings and Two Scheduled Data Days for the successful implementation of common lessons and assessments in the classroom concentrating on standards based instruction.	Keegan, Patrick	8/1/2015	Creation of common lesson plans, assessments, and effective data review on data days.	5/15/2016 biweekly
G2.B1.S1.A1	Algebra I teachers will attend PLCs and two Data Days for progress monitoring review and best practice sharing.	Keegan, Patrick	8/1/2015	PLC Attendance, Classroom Observation, Student Performance on USATestPrep and EOC	5/15/2016 monthly
G1.MA1	Progress Monitoring scores from USA TestPrep, Classroom-based Assessments, and FSA ELA Test.	Bedford, Bob	10/15/2014	Scores that eclipse the 69% target of proficiency. Significant gains/growth from USATestPrep BOY to MOY to EOY/FSA Assessment. Demonstration of mastery on classroom-based assessments.	5/15/2015 monthly
G1.B1.S1.MA1	Review of student assessment data and teacher feedback from PLCs.	Keegan, Patrick	8/1/2015	Scores on student assessments that eclipse the target. Appropriately aligned common assessments that reflect student learning at a rate matched to ELA Test.	5/15/2016 monthly
G1.B1.S1.MA1	Teacher attendance at PLCs, Review of USATest Prep data	Keegan, Patrick	8/1/2015	Successful creation of common lesson plans and assessments. High teacher attendance at PLC sessions.	5/15/2016 biweekly
G2.MA1	Multiple test data points including USATestPrep, class-based assessments, PERT Testing, and End of Course Exam results.	Bedford, Bob	10/15/2015	Scores outmatching our goal of 72% will be considered "on track" to meet the goal. PERT test results will become available in December or January with a 97 being the necessary score to be "on track." The End of Course Exam score is expected be a 399 to pass.	5/15/2016 monthly
G2.B1.S1.MA1	Student Results	Keegan, Patrick	8/1/2015	Student performance on EOC and MOY/EOY tests.	5/15/2016 monthly
G2.B1.S1.MA1	PLC Attendance and Use of USATestPrep	Keegan, Patrick	8/1/2015	Attendance and Use of USATestPrep	5/15/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. For 10th grade students, 71% will pass the Florida Standards Assessment (FSA AIR Test) for English Language Arts.

G1.B1 Lack of state feedback regarding student performance, Increased depth and complexity of standards, Lack of test preparation materials, New curriculum maps

G1.B1.S1 ELA PLC with focus on common lesson planning, Use of data from USATestPrep progress monitoring, standards based instruction and best practices with the new textbook, Implementation of a new school-wide writing progress-monitoring assessment

PD Opportunity 1

Plan and execute new PLC Calendar with monthly ELA PLC Meetings and Two Scheduled Data Days for the successful implementation of common lessons and assessments in the classroom concentrating on standards based instruction.

Facilitator

Patrick Keegan

Participants

All ELA instructional staff available

Schedule

Biweekly, from 8/1/2015 to 5/15/2016

G2. For first time test takers of the Algebra I End of Course Exam, 72% of Lemon Bay High School students will earn a proficient score.

G2.B1 More rigorous standards, New Textbook, Low percentage of incoming proficient freshman students

G2.B1.S1 Algebra 1 PLC to create common lessons and Review USA TestPrep Progress Monitoring

PD Opportunity 1

Algebra I teachers will attend PLCs and two Data Days for progress monitoring review and best practice sharing.

Facilitator

Participants

Schedule

Monthly, from 8/1/2015 to 5/15/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Plan and execute new PLC Calendar with monthly ELA PLC Meetings and Two Scheduled Data Days for the successful implementation of common lessons and assessments in the classroom concentrating on standards based instruction.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0051 - Lemon Bay High School	Title II		\$2,000.00
Notes: District Sponsored Data Days (2 for ELA)						
2	G2.B1.S1.A1	Algebra I teachers will attend PLCs and two Data Days for progress monitoring review and best practice sharing.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3340	120-Classroom Teachers	0051 - Lemon Bay High School	School Improvement Funds		\$2,000.00
Total:						\$4,000.00