

Charlotte County Public Schools

Lemon Bay High School



2016-17 Schoolwide Improvement Plan

Lemon Bay High School

2201 PLACIDA RD, Englewood, FL 34224

<http://lemonbayhigh.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	

**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 was approved by the Charlotte County School Board on 11/15/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Lemon Bay High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Enter to Learn. Go Forth to Serve.

2. School Environment

a. 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. Lemon Bay provides an ELL class for students where there is an ELL endorsed teacher who supports their integration into high school. That teacher works with the staff and students in building successful relationships. 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.

b. 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: David Sonne. David remains visible around our campus before, during, and after school, especially during lunch and class changes. Our school security officer, Chuck Beahrs, 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.

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.

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.

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.

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.

3. Early Warning Systems

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

a. 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 2016 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.

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	25	44	39	19	127
One or more suspensions	0	0	0	0	0	0	0	0	0	6	35	31	26	98
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	51	89	81	35	256
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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
	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	39	85	69	25	218	

c. 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

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

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.

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.

The Lemon Bay High School Senior Hall of Fame, that was implemented the 2013-2014 School Year, is being recognized in the community. 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 is serving as a powerful leverage to reconnect with these former students and encourage involvement, both in time and finances, as alumni.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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)
- Formal and Informal Classroom Observations
- Administration Walkthroughs
- Master Schedule
- PPC
- Staffing
- Facilities Planning
- Budget
- SIP Plan
- Student Learning Plan
- SAC
- Capital Outlay
- Staff Handbook
- Purchasing
- Progress Monitoring/Coaching
- Discipline Appeals
- Awards Program
- Senior Awards
- Underclass Awards
- Keys
- NET teachers
- Technology
- Athletics
- Athletics Director
- Rules/Regs/Policies
- Asst. AD
- Calendar
- PLC/s
- Facilitating the leadership of departments through department chairs
- Establishing and maintaining key community stakeholder relationships
- Acting as appellate decision-maker in terms of academics, discipline, and athletics
- Evaluating English and Math Department instructional staff members and several others

Wier:

- Overseeing Curriculum and Instruction
- Activities Calendar

- Activities SOM
- Activities Co-Curriculars (Band/Drama/ROTC)
- Activities Field Trips
- Facilities
- Capital Outlay
- Facilities Needs
- School Use Requests
- Inspections
- Keys
- Custodians
- School Support
- Cafe/Free & Reduced
- Transportation/Buses & Vans
- SAT Team
- Attendance
- Appeals/ Drivers License
- Support PPC
- Reporting
- Weekly Grades
- Progress Reports
- Report Cards
- Professional Development
- SAC Evaluation
- PLCs
- Evaluating Social Studies Department instructional staff members, Career Tech Department instructional staff members and several others
- Acting as liaison with district office in matter of construction, security, and student safety
- Coordinating community organization goals and needs with those of the school
- Coordinating the implementation of state- and county-mandated curriculum initiatives
- Attending and implementing state and county Career and Tech education initiatives, policies, and protocols
- Discipline
- IND Units - ESE
- Grade 12
- Plagiarism

Henry:

- Discipline 9-11
- Technology
- Teacher Hardware
- Peripherals
- Administration
- Facilities
- LBPAC Sound/Lighting
- Inventory
- Technology
- Music Instruments
- Attendance
- Tardies
- Daily Teacher Attendance
- SERT
- Discipline

- Behavioral Unit - ESE
- ISS
- Evaluating ROTC, Foreign Language, PE and Fine Arts instructional staff members and several others

Murphy:

- Overseeing Curriculum and Instruction
- Testing Coordinator
- EOC
- FSA
- AP/PSAT/ACT Plan
- BOY/MOY/EOY
- PERT
- Technology
- Teacher Hardware
- Peripherals
- Administration
- Data
- Transportation
- PPC
- Student Surveys
- Guidance
- Registration
- Parent Conferences
- ESE/ESOL Coordinator
- Advanced Placement
- Post-Secondary Articulation
- Textbooks
- APC Meetings
- Acting as administrative second-in-command in absence of principal
- Overseeing Discipline for all students
- Grades 9 - 12
- Behavioral Units -ESE
- Acting as liaison between Department of Learning at the district office and the school
- Coordinating school Fire Drill policies, protocols, and procedures
- Coordinating school Crisis Plan and associated policies, protocols, and procedures
- Coordinating the implementation of state- and county-mandated curriculum initiatives
- Evaluating Science Department instructional staff members, ESE Department instructional staff members and several others

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 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bob Bedford	Principal
Michelle Browder	Parent
Jamie Curry	Parent
Lenny Fasano	Education Support Employee
Jennifer Guzik	Parent
Beth Joseph	Parent
Ruby Marshall	Parent
Tammy Tieu	Parent
Karen Tormey	Parent
Dianna Walston	Parent
Cindy Weinfeld	Parent
Amber Craft	Parent
Bobbi Fogo	Parent
Lori Emery	Parent
	Student

b. Duties

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

a. 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.

b. 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 2016-2017 year. An invitation went out to the SAC committee to attend a meeting during the development of this year's plan. 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.

c. 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.

2. 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.

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

Yes

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
Bedford, Bob	Principal
Moore, Dorothy	Teacher, K-12
Powell, Bonnie	Teacher, K-12
Sloan, Jennifer	Instructional Media
Strickland, Sean	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

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.

For the 2016-2017 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.

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.

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 USAtestprep, 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 our school within a school. Students were identified by GPA and credits needed for graduation. Targeted interventions are being utilized to build their skills in all core academics, as well as providing them with skills and strategies to become career and college ready.

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: 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

Murphy, Robert, robert.murphy@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.

Strategy: After School Program

Minutes added to school year: 60

After school tutoring, mandatory for athletes with a D or F and open to all students.

Strategy Rationale

To provide support for struggling students as well as keeping the student at the forefront of student/athlete.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Murphy, Robert, robert.murphy@yourcharlotteschools.net

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

Attendance sheets, teacher and tutor reports.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

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.

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.

2. 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.

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 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.

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.

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" 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.



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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lemon Bay High School will improve the percentage of proficient students on the grade 9 & 10 FSA assessments and EOC exams by specifically aligning instruction and assessment to Florida Standards.
- G2.** Lemon Bay High School will improve the percentage of students making learning gains on the grade 9 & 10 FSA assessments by specifically aligning instruction and assessment to Florida Standards.

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. Lemon Bay High School will improve the percentage of proficient students on the grade 9 & 10 FSA assessments and EOC exams by specifically aligning instruction and assessment to Florida Standards. 1a

G086241

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA Mathematics Achievement	58.0
Bio I EOC Pass	74.0
U.S. History EOC Pass	77.0

Targeted Barriers to Achieving the Goal 3

- Lack of test preparation materials
- New curriculum maps

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data Days, USATestPrep Progress Monitoring, Online HRW resources
- USATestPrep Progress Monitoring
- Online HRW resources
- Math Nation
- PARCC
- Biology Binder
- FLDOE Site
- Tutoring
- Peer Coaching
- Vertical Teaming Articulation
- Skills Assessments

Plan to Monitor Progress Toward G1. 8

Progress Monitoring scores from USA TestPrep, Classroom-based Assessments, and FSA/EOC Tests.

Person Responsible

Bob Bedford

Schedule

Monthly, from 8/4/2016 to 5/25/2017

Evidence of Completion

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

G2. Lemon Bay High School will improve the percentage of students making learning gains on the grade 9 & 10 FSA assessments by specifically aligning instruction and assessment to Florida Standards. 1a

G086242

Targets Supported 1b

Indicator	Annual Target
Math Gains	44.0
ELA/Reading Gains	48.0
ELA/Reading Lowest 25% Gains	37.0
Math Lowest 25% Gains	33.0

Targeted Barriers to Achieving the Goal 3

- Scheduling of students and appropriate learning environments and support systems to address deficiencies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tutoring
- Peer Coaching
- Creative Scheduling
- SAT Team

Plan to Monitor Progress Toward G2. 8

Progress Reports / Report Cards

Person Responsible

Bob Bedford

Schedule

Monthly, from 10/15/2016 to 5/15/2017

Evidence of Completion

Students attending school and earning passing grades towards graduation.

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. Lemon Bay High School will improve the percentage of proficient students on the grade 9 & 10 FSA assessments and EOC exams by specifically aligning instruction and assessment to Florida Standards. **1**

 G086241

G1.B3 Lack of test preparation materials **2**

 B229125

G1.B3.S1 PLC's for ELA, Reading, Biology. Biology/ELA rewriting MOY. General Research, Math Nation Resource Guides. **4**

 S241595

Strategy Rationale

State is not providing worthwhile test prep materials.

Action Step 1 **5**

PLC's will meet at least monthly to generate test prep materials for EOC/FSA testing.

Person Responsible

Michelle Wier

Schedule

Monthly, from 8/4/2016 to 5/25/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

PLC Attendance Logs

Person Responsible

Michelle Wier

Schedule

Monthly, from 8/4/2016 to 5/25/2017

Evidence of Completion

PLC notes and attendance logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

PLC feedback forms

Person Responsible

Michelle Wier

Schedule

Monthly, from 8/4/2016 to 5/25/2017


Evidence of Completion

Teachers have access and use banks of test prep materials that represent authentic test questions.

G1.B4 New curriculum maps 2

 B229126

G1.B4.S1 Assessing and Modifying Curriculum maps to address deficiencies and strengths. 4

 S241596

Strategy Rationale

Ensure that content is being covered

Action Step 1 5

Teachers will monitor and take notes for reflection at the end of the school year.

Person Responsible

Bob Bedford

Schedule

Monthly, from 8/4/2016 to 5/24/2017

Evidence of Completion

Notes and Feedback

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Discussion notes at department meetings and end of the year reflection/revisions.

Person Responsible

Bob Bedford

Schedule

Monthly, from 8/4/2016 to 5/25/2017

Evidence of Completion

Notes and reflection/revisions

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Performance of students on test.

Person Responsible

Bob Bedford


Schedule

Monthly, from 8/4/2016 to 5/25/2017

Evidence of Completion

Test Results


G2. Lemon Bay High School will improve the percentage of students making learning gains on the grade 9 & 10 FSA assessments by specifically aligning instruction and assessment to Florida Standards. **1**

 G086242

G2.B1 Scheduling of students and appropriate learning environments and support systems to address deficiencies. **2**

 B229128

G2.B1.S1 Curriculum scheduling to better meet the needs for student growth. **4**

 S241597

Strategy Rationale

Provide additional time for students to interact with core curriculum.

Action Step 1 **5**

Curriculum was changed to provide proper math level instruction to students.

Person Responsible

Bob Bedford

Schedule

Daily, from 8/1/2016 to 5/15/2017

Evidence of Completion

Master Schedule

Action Step 2 **5**

Senior students needing additional help were identified by guidance and placed into a school within a school setting.

Person Responsible

Bob Bedford

Schedule

Daily, from 8/4/2016 to 5/25/2017

Evidence of Completion

Student Schedules / Attendance reports

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

Attendance Reports / Grade Reports

Person Responsible

Bob Bedford

Schedule

Monthly, from 8/1/2016 to 5/15/2017

Evidence of Completion

Daily attendance / minimum of 2 grades per week

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

Student Results

Person Responsible

Bob Bedford

Schedule

Monthly, from 8/1/2016 to 5/15/2017

Evidence of Completion

Student grades / credits

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M322247	Progress Reports / Report Cards	Bedford, Bob	10/15/2016	Students attending school and earning passing grades towards graduation.	5/15/2017 monthly
G2.B1.S1.MA1 M322245	Student Results	Bedford, Bob	8/1/2016	Student grades / credits	5/15/2017 monthly
G2.B1.S1.MA1 M322246	Attendance Reports / Grade Reports	Bedford, Bob	8/1/2016	Daily attendance / minimum of 2 grades per week	5/15/2017 monthly
G2.B1.S1.A1 A312687	Curriculum was changed to provide proper math level instruction to students.	Bedford, Bob	8/1/2016	Master Schedule	5/15/2017 daily
G1.B4.S1.A1 A312686	Teachers will monitor and take notes for reflection at the end of the school year.	Bedford, Bob	8/4/2016	Notes and Feedback	5/24/2017 monthly
G1.MA1 M322244	Progress Monitoring scores from USA TestPrep, Classroom-based Assessments, and FSA/EOC Tests.	Bedford, Bob	8/4/2016	Scores that eclipse the targeted proficiency. Significant gains/growth from USATestPrep BOY to MOY to EOY/FSA Assessment. Demonstration of mastery on classroom-based assessments.	5/25/2017 monthly
G1.B3.S1.MA1 M322240	PLC feedback forms	Wier, Michelle	8/4/2016	Teachers have access and use banks of test prep materials that represent authentic test questions.	5/25/2017 monthly
G1.B3.S1.MA1 M322241	PLC Attendance Logs	Wier, Michelle	8/4/2016	PLC notes and attendance logs	5/25/2017 monthly
G1.B3.S1.A1 A312685	PLC's will meet at least monthly to generate test prep materials for EOC/ FSA testing.	Wier, Michelle	8/4/2016		5/25/2017 monthly
G1.B4.S1.MA1 M322242	Performance of students on test.	Bedford, Bob	8/4/2016	Test Results	5/25/2017 monthly
G1.B4.S1.MA1 M322243	Discussion notes at department meetings and end of the year reflection/ revisions.	Bedford, Bob	8/4/2016	Notes and reflection/revisions	5/25/2017 monthly
G2.B1.S1.A2 A312688	Senior students needing additional help were identified by guidance and placed into a school within...	Bedford, Bob	8/4/2016	Student Schedules / Attendance reports	5/25/2017 daily

V. Professional Development Opportunities

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

G1. Lemon Bay High School will improve the percentage of proficient students on the grade 9 & 10 FSA assessments and EOC exams by specifically aligning instruction and assessment to Florida Standards.

G1.B3 Lack of test preparation materials

G1.B3.S1 PLC's for ELA, Reading, Biology. Biology/ELA rewriting MOY. General Research, Math Nation Resource Guides.

PD Opportunity 1

PLC's will meet at least monthly to generate test prep materials for EOC/FSA testing.

Facilitator

PLC Leaders

Participants

PLC members

Schedule

Monthly, from 8/4/2016 to 5/25/2017

G1.B4 New curriculum maps

G1.B4.S1 Assessing and Modifying Curriculum maps to address deficiencies and strengths.

PD Opportunity 1

Teachers will monitor and take notes for reflection at the end of the school year.

Facilitator

Department Heads

Participants

Teachers

Schedule

Monthly, from 8/4/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	PLC's will meet at least monthly to generate test prep materials for EOC/FSA testing.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3340	120-Classroom Teachers	0051 - Lemon Bay High School	Title II		\$600.00
2	G1.B4.S1.A1	Teachers will monitor and take notes for reflection at the end of the school year.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3340	120-Classroom Teachers	0051 - Lemon Bay High School			\$400.00
3	G2.B1.S1.A1	Curriculum was changed to provide proper math level instruction to students.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3340	120-Classroom Teachers	0051 - Lemon Bay High School	School Improvement Funds		\$400.00
4	G2.B1.S1.A2	Senior students needing additional help were identified by guidance and placed into a school within a school setting.				\$0.00
Total:						\$1,400.00