

Charlotte County Public Schools

Lemon Bay High School



2019-20 Schoolwide Improvement Plan

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Lemon Bay High School

2201 PLACIDA RD, Englewood, FL 34224

<http://lemonbayhigh.com/>

Demographics

Principal: Robert Murphy

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (63%) 2016-17: B (60%) 2015-16: C (52%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	15%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	C

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Part I: School Information

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 Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bedford, Bob	Principal	<ul style="list-style-type: none"> -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
Murphy, Robert	Assistant Principal	<ul style="list-style-type: none"> -Overseeing Curriculum and Instruction - Technology - Teacher Hardware - Peripherals - Administration - Data - Transportation - PPC - Student Surveys - Guidance - Registration - Parent Conferences

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - 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
Henry, Michael	Assistant Principal	<ul style="list-style-type: none"> - Testing & Facilities - EOC - FSA - SAT Day -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
Young, Denise	Assistant Principal	<ul style="list-style-type: none"> -Overseeing Discipline & Activities - Dean Position & ISS Position - Discipline Grades 9-12 - Activities Calendar - Activities SOM - Activities Co-Curriculars (Band/Drama/ROTC) - Activities Field Trips

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - 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. -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

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	276	264	259	257	1056
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	96	64	37	42	239

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	11	3	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

51

Date this data was collected or last updated

Wednesday 9/11/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	43	33	54	163
One or more suspensions	0	0	0	0	0	0	0	0	0	26	13	25	12	76
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	24	4	13	5	46
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	30	41	45	33	149

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	42	50	32	28	152

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	43	33	54	163
One or more suspensions	0	0	0	0	0	0	0	0	0	26	13	25	12	76
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	24	4	13	5	46
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	30	41	45	33	149

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	42	50	32	28	152

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	62%	56%	54%	61%	53%
ELA Learning Gains	55%	54%	51%	52%	55%	49%
ELA Lowest 25th Percentile	46%	45%	42%	48%	50%	41%
Math Achievement	65%	64%	51%	70%	64%	49%
Math Learning Gains	53%	56%	48%	52%	51%	44%
Math Lowest 25th Percentile	55%	52%	45%	42%	47%	39%
Science Achievement	77%	72%	68%	77%	78%	65%
Social Studies Achievement	76%	80%	73%	69%	78%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	276 (0)	264 (0)	259 (0)	257 (0)	1056 (0)
Attendance below 90 percent	0 (33)	0 (43)	0 (33)	0 (54)	0 (163)
One or more suspensions	0 (26)	0 (13)	0 (25)	0 (12)	0 (76)
Course failure in ELA or Math	0 (24)	0 (4)	0 (13)	0 (5)	0 (46)
Level 1 on statewide assessment	96 (30)	64 (41)	37 (45)	42 (33)	239 (149)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	68%	53%	15%	55%	13%
	2018	66%	53%	13%	53%	13%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	61%	52%	9%	53%	8%
	2018	55%	53%	2%	53%	2%
Same Grade Comparison		6%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	71%	8%	67%	12%
2018	79%	69%	10%	65%	14%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	76%	-2%	70%	4%
2018	73%	75%	-2%	68%	5%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	64%	-5%	61%	-2%
2018	60%	72%	-12%	62%	-2%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	62%	8%	57%	13%
2018	68%	60%	8%	56%	12%
Compare		2%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	48	44	45	53		51	55		86	20
ELL	47	78	64	92	60		73				
HSP	57	57	52	67	55	60	76	77		100	75

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
MUL	76	69		71	64		73				
WHT	67	55	43	65	52	53	78	76		94	60
FRL	60	54	47	61	56	60	73	70		95	52
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39	46	40	46	42		65	62		89	29
HSP	68	66		68	58		81	63		100	36
MUL	54	50		60							
WHT	61	57	40	64	52	58	80	76		93	55
FRL	56	54	38	61	53	63	73	65		93	43
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	30	35	18	19	10	38	35		74	23
ASN	50										
HSP	49	51		55	41	25	70	65		73	55
WHT	56	52	48	71	53	43	79	70		85	45
FRL	49	51	47	66	50	45	72	63		74	46

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	91
Total Points Earned for the Federal Index	740
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Lemon Bay's ELA L25 data showed the lowest performance even though it was higher than both the state and county percentages and we increased our performance rate by 6% versus prior year. We are still searching for the proper strategies to meet the needs of these low readers.

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

Science showed the greatest decline moving from 80% to 77% proficiency. Again, Science is still well above both the state and county averages. The biggest factor in the decline may be the absence of a teacher for 6 weeks for health reasons.

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

Lemon Bay outperformed the state in every category.

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

Lemon Bay showed the most improvement in the area of ELA L25. We are continually looking at strategies to enhance the learning needs of our students. We have focused solely on strategies that help students read and comprehend in all subject areas.

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

Attendance continues to be the greatest concern not only for those students identified on EWS, but also the school as a whole. We continue to utilize programs and strategies that target increasing attendance at the high school.

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

1. ELA L25
2. Math L25
3. Graduation Rate
4. Acceleration
5. ELA Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
	1.
	2.
Description	3.
	4.
	5.
Person Responsible	[no one identified]

#2	
Title	Increase ELA L25 Learning Gains
Rationale	While Lemon Bay increased its ELA Learning Gains from 40% to 46%, we are still looking to increase the percentage of students in the lowest 25 that make gains, especially in the 10th grade level.
State the measurable outcome the school plans to achieve	The staff has set a goal to increase from 46% to 50%
Person responsible for monitoring outcome	Bob Bedford (bob.bedford@yourcharlotteschools.net)
Evidence-based Strategy	We will continue to review past data and current progress monitoring data and will meet with the ELA and Academic Strategies teachers relative to the data. We will continue to use our literacy initiative and we are trying a new SIM reading program in the 10th grade.
Rationale for Evidence-based Strategy	While we made improvement, we were presented with an opportunity from SIMs to implement a new reading program in the 10th grade. Our teacher attended a 3 day training session in Orlando and is required to implement the program with fidelity.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor Data 2. Attend training 3. implement program 4. 5.
Person Responsible	Bob Bedford (bob.bedford@yourcharlotteschools.net)

#3	
Title	Increase Math L25 Learning Gains
Rationale	While our scores continue to be above the state average, we understand the importance of the L25 student plays in both L25 gains and regular gains.
State the measurable outcome the school plans to achieve	The staff set a goal of 57% for L25 Learning Gains.
Person responsible for monitoring outcome	Bob Bedford (bob.bedford@yourcharlotteschools.net)
Evidence-based Strategy	We will utilize Algebra Nation, Student Think-Pair-Share and challenging word questions.
Rationale for Evidence-based Strategy	We believe the implementation of Alg Nation, Think-Pair-Share and challenging word questions will help students prepare better both the Alg and Geom tests.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review prior year data with teachers 2. Review MOY data with teachers 3. Implement classroom strategies 4. 5.
Person Responsible	Bob Bedford (bob.bedford@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities (optional)

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

While we are focused in certain areas, we continue to monitor the other priorities by meeting with teachers and monitoring data on a quarterly basis.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

N/A

PFEP Link

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

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

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.

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

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.

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.

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.

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

We require all freshmen to take a class that leads to certification. If the student does not pass certification, they are required to take another certificated class in the 10th grade. As well, the career resource center meets with all students to discuss career and college ready.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus:				\$0.00
2	III.A.	Areas of Focus: Increase ELA L25 Learning Gains				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	0051 - Lemon Bay High School	School Improvement Funds		\$500.00
	7300	330-Travel	0051 - Lemon Bay High School	School Improvement Funds		\$500.00
3	III.A.	Areas of Focus: Increase Math L25 Learning Gains				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	0051 - Lemon Bay High School	School Improvement Funds		\$500.00
Total:						\$1,500.00