

Charlotte County Public Schools

# Lemon Bay High School



## 2022-23 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: 1/1/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	64%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (57%) 2018-19: A (65%) 2017-18: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Lemon Bay High School

2201 PLACIDA RD, Englewood, FL 34224

<http://lemonbayhigh.com/>

## School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## 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.

## 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bedford, Bob	Principal	<ul style="list-style-type: none"> <li>-Setting School Vision and academic priorities with input from stakeholders</li> <li>-Co-Chairing of Lemon Bay Leadership Council (Partnership in Performance Council)</li> <li>- Formal and Informal Classroom Observations</li> <li>- Administration Walkthroughs</li> <li>- Master Schedule</li> <li>- PPC</li> <li>- Staffing</li> <li>- Facilities Planning</li> <li>- Budget</li> <li>- SIP Plan</li> <li>- Student Learning Plan</li> <li>- SAC</li> <li>- Capital Outlay</li> <li>- Staff Handbook</li> <li>- Purchasing</li> <li>-Progress Monitoring/Coaching</li> <li>- Discipline Appeals</li> <li>-Awards Program</li> <li>- Senior Awards</li> <li>- Underclass Awards</li> <li>- Keys</li> <li>-NET teachers</li> <li>- Technology</li> <li>- Athletics</li> <li>- Athletics Director</li> <li>- Rules/Regs/Policies</li> <li>- Asst. AD</li> <li>- Calendar</li> <li>- PLC/s</li> <li>-Facilitating the leadership of departments through department chairs</li> <li>-Establishing and maintaining key community stakeholder relationships</li> <li>-Acting as appellate decision-maker in terms of academics, discipline, and athletics</li> <li>-Evaluating English and Math Department instructional staff members and several others</li> </ul>
Henry, Michael	Assistant Principal	<ul style="list-style-type: none"> <li>-Testing &amp; Facilities</li> <li>- EOC</li> <li>- FSA</li> <li>- SAT Day</li> <li>-Technology</li> <li>- Teacher Hardware</li> <li>- Peripherals</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Administration</li> <li>- Facilities</li> <li>- LBPAC Sound/Lighting</li> <li>- Inventory</li> <li>- Technology</li> <li>-Music Instruments</li> <li>- Daily Teacher Attendance</li> <li>- SERT</li> <li>- Discipline</li> <li>- Behavioral Unit - ESE</li> <li>- ISS</li> <li>-Evaluating ROTC, Foreign Language, PE and Fine Arts instructional staff members and several others</li> </ul>
Murphy, Robert	Assistant Principal	<ul style="list-style-type: none"> <li>-Overseeing Curriculum and Instruction</li> <li>- Technology</li> <li>- Teacher Hardware</li> <li>- Peripherals</li> <li>- Administration</li> <li>- Data</li> <li>- Transportation</li> <li>- PPC</li> <li>- Student Surveys</li> <li>- Guidance</li> <li>- Registration</li> <li>- Parent Conferences</li> <li>- ESE/ESOL Coordinator</li> <li>- Advanced Placement</li> <li>- Post-Secondary Articulation</li> <li>- Textbooks</li> <li>-APC Meetings</li> <li>-Acting as administrative second-in-command in absence of principal</li> <li>-Overseeing Discipline for all students</li> <li>- Grades 9 - 12</li> <li>- Behavioral Units -ESE</li> <li>-Acting as liaison between Department of Learning at the district office and the school</li> <li>-Coordinating school Fire Drill policies, protocols, and procedures</li> <li>-Coordinating school Crisis Plan and associated policies, protocols, and procedures</li> <li>-Coordinating the implementation of state- and county-mandated curriculum initiatives</li> <li>-Evaluating Science Department instructional staff members, ESE Department instructional staff members and several others</li> </ul>
Smith, Steve	Assistant Principal	<ul style="list-style-type: none"> <li>-Overseeing Discipline &amp; Activities</li> <li>- Dean Position &amp; ISS Position</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Discipline Grades 9-12</li> <li>- Activities Calendar</li> <li>- Activities SOM</li> <li>- Activities Co-Curriculars (Band/Drama/ROTC)</li> <li>- Activities Field Trips</li> <li>- School Support</li> <li>- Cafe/Free &amp; Reduced</li> <li>- Transportation/Buses &amp; Vans</li> <li>- SAT Team</li> <li>- Attendance</li> <li>- Appeals/ Drivers License</li> <li>- Support PPC</li> <li>- Reporting</li> <li>- Weekly Grades</li> <li>- Progress Reports</li> <li>- Report Cards</li> <li>- Professional Development</li> <li>- SAC Evaluation</li> <li>-PLCs</li> <li>-Evaluating Social Studies Department instructional staff members.</li> <li>-Acting as liaison with district office in matter of construction, security, and student safety</li> <li>-Coordinating community organization goals and needs with those of the school</li> <li>-Coordinating the implementation of state- and county-mandated curriculum initiatives</li> <li>-Attending and implementing state and county Career and Tech education initiatives, policies, and protocols</li> <li>-Discipline</li> <li>- IND Units - ESE</li> <li>- Grade 12</li> <li>- Plagiarism</li> </ul>

### Demographic Information

#### Principal start date

Tuesday 1/1/2013, Robert Murphy

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Total number of teacher positions allocated to the school**

65

**Total number of students enrolled at the school**

1,365

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

7

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

17

## Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	344	349	386	300	1379	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	86	116	89	353	
One or more suspensions	0	0	0	0	0	0	0	0	0	41	52	71	37	201	
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	79	91	53	239	
Course failure in Math	0	0	0	0	0	0	0	0	0	58	78	112	57	305	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	61	67	107	39	274	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	34	89	68	12	203	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	37	39	53	19	148	

Using the table above, complete the table below with the number of students by current grade level who have 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	59	91	124	69	343

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	1	0	4	

**Date this data was collected or last updated**

Monday 8/15/2022

**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	306	370	303	258	1237
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	47	97	76	53	273
One or more suspensions	0	0	0	0	0	0	0	0	0	0	41	50	24	20	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	10	14	23	27	74
Course failure in Math	0	0	0	0	0	0	0	0	0	0	26	82	58	47	213
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	33	34	47	26	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students 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	45	110	48	49	252	

**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	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2	

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	306	370	303	258	1237
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	47	97	76	53	273
One or more suspensions	0	0	0	0	0	0	0	0	0	41	50	24	20	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	14	23	27	74
Course failure in Math	0	0	0	0	0	0	0	0	0	26	82	58	47	213
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	33	34	47	26	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students 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	45	110	48	49	252

#### 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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	0	0	2

## Part II: Needs Assessment/Analysis

### School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	45%	51%				65%	62%	56%
ELA Learning Gains	46%						55%	54%	51%
ELA Lowest 25th Percentile	31%						46%	45%	42%
Math Achievement	41%	30%	38%				65%	64%	51%
Math Learning Gains	42%						53%	56%	48%
Math Lowest 25th Percentile	38%						55%	52%	45%
Science Achievement	61%	40%	40%				77%	72%	68%
Social Studies Achievement	71%	37%	48%				76%	80%	73%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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
2022					
2019	79%	71%	8%	67%	12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	76%	-2%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	64%	-5%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	62%	8%	57%	13%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	10	29	28	18	32	50	32	49		97	68
ELL	10										
HSP	41	45	32	36	28	27	51	72		100	90
MUL	50	40		45						100	100
WHT	48	46	30	41	44	40	61	72		98	93
FRL	35	39	25	30	33	31	55	66		98	93
<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	25	26	24	19	22	20	31	46		95	45
BLK				42							
HSP	53	45	18	47	40	31	66	58		91	85
MUL								50			
WHT	57	51	36	50	33	29	70	76		98	81
FRL	44	38	26	38	32	31	61	59		96	70
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
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
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

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	10
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	



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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Lemon Bay trended down in both ELA (56% to 47%) & Math Proficiency (49% to 41%). As well our ELL students did not perform at an acceptable level. Scores trended down in both Science (69% to 61%) and US History (73% to 71%).

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Lemon Bay's greatest need would be 10th grade ELA, Algebra and the subgroup ELL.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors were resignation of key instructional staff members, student attendance and pacing. The actions needed for improvement would be monitoring of instructional staff and curriculum pacing while looking at alternate ways to keep students engaged with school and attending school.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains and Math L25 learning gains showed the most improvement.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

I believe having veteran teachers teach this course as well as providing tutoring before and after school.

**What strategies will need to be implemented in order to accelerate learning?**

Increasing the rigor of instruction will be a strategy we implement to accelerate learning. We will provide our Algebra students two periods to reinforce on grade level material.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The professional development that will be provided at the school level will consist of ELA & Math PLC's. Topics will include formative assessment results, pacing guides, best practices. PLC's will be lead by the department head and/or department coach. We will also provide many opportunities for our 17 new teachers to observe our veteran teachers with the goal of increasing instructional strategies used to present content in class as well as classroom behavior management techniques.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Three week meetings with each tested area will be setup to discuss possible barriers, pacing and professional development. We will also analyze formative assessments as well as progress monitoring.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Math****Area of Focus  
Description and  
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the dismal Algebra 1 pass rate of 19%, Algebra was identified as a critical need.

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lemon Bay has set a goal of 55% proficiency on the Algebra 1 end of course exam.

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

I will meet every three weeks with all Algebra teachers to discuss pacing, barriers, formative assessments, needs of teachers and progress monitoring results. We will also discuss teaching strategies for low performing students and identify those students that are struggling.

**Person responsible for monitoring outcome:**

Bob Bedford (bob.bedford@yourcharlotteschools.net)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Lemon Bay will be scheduling 9th grade students, who scored a 3 or 4 on the 8th grade math test, into two periods of math, Alg 1A in the morning & Alg 1B in the afternoon, creating an extended learning opportunity for students in mathematics.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the

By placing the students in an extended learning opportunity, the students will receive direct instruction from one of the teachers during the first half of the day. During the direct instruction, students will be exposed to the gradual release model "I do, We do". In the second half of the day the students will go to a different teacher, who will provide additional instruction on the lesson for the day as well as support the "You do" model when students are working problems from the morning. We believe this two period model will allow students better processing of key math concepts.

**resources/  
criteria used for  
selecting this  
strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train or retrain teachers in researched based instructional strategies.

Classroom walk-throughs to monitor pacing and instructional strategies used by teachers.

Meet every three weeks to discuss formative assessments and results and discuss next steps based on current pacing and results.

**Person**

**Responsible**

Bob Bedford (bob.bedford@yourcharlotteschools.net)

**#2. Instructional Practice specifically relating to ELA****Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our ELA proficiency decreased from 56% to 47% last year.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The staff of LBHS has set a goal of 60% proficiency with both our 9th and 10th grade ELA students.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Meetings will be setup with the 9th and 10th grade ELA teachers to discuss pacing, barriers, formative assessments, needs of teachers and progress monitoring results. We will also discuss teaching strategies for low performing students and identify those students that are struggling.

**Person responsible for monitoring outcome:**

Robert Murphy (robert.murphy@yourcharlotteschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

We will utilize the SIM Xtreme Reading strategy (Strong), Achieve 3000 (Strong) as well as IXL. The CERP plan will also be utilized to properly identify tier 2 & 3 students, providing them with additional classroom support such as an intensive reading class. We will use our (BPIE) self-assessment process to identify priority needs, develop goals, plan improvement strategies, and organize resources to support the implementation of inclusive practices for students with disabilities.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale would be to supplement our low proficiency students during their intensive reading class with both Xtreme Reading and Achieve 3000. Tier 1,2, and 3 strategies based on the CERP plan for the district to provide support.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Summer Training of Reading Teachers in Xtreme Reading. Upon teacher completion of the training, we will build a schedule of 15-17 level one students in the master schedule for the teacher to instruct with the

xtreme reading curriculum. We will purchase the necessary resources that go with xtreme reading for the teacher. As well we will perform monthly check-ins with the teacher to monitor the affect of the program. Purchase and use of Achieve 3000 to provide tier 2 and tier 3 programs to students. Results of the software will be reviewed by admin to monitor progress of students. Classroom walk-throughs by admin to ensure fidelity in use of both Xtreme Reading and Achieve 3000. Train or retrain teachers in researched based instructional strategies. Meeting with teachers to monitor formative assessments and pacing. At the meetings we will discuss next steps based on current pacing.

**Person Responsible** Robert Murphy (robert.murphy@yourcharlotteschools.net)

**#3. ESSA Subgroup specifically relating to English Language Learners****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Lemon Bay's ELL subgroup performed at a 10% proficiency during the 2021-2022 school year and we need to be in compliance with the state requirement of 41% or higher.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Lemon Bay's goal is to reach at least 50% proficiency with the ELL subgroup.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Meetings will be setup with the ELL teacher along with 9th and 10th grade ELA teachers to discuss strategies for helping our ELL learners. We will also review formative assessments and progress monitoring results of the ELL students in the teacher's classroom.

**Person responsible for monitoring outcome:**

Robert Murphy (robert.murphy@yourcharlotteschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

LBHS will use the Tier 1 strategies recommended on district website which include but are not limited to:

- Physical involvement with language
- The use of multiple mediums to present information
- Opportunities to demonstrate language comprehension through physical expression
- A low-stress environment for language performance
- Success can be independent of language performance
- A large amount of interactions with other students

We will also supplement instruction with both Achieve 3000 and IXL.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

These are researched based strategies developed by Clancy, M & Hruska, B., 2005.

Achieve 3000 is a program with a strong rating from Evidence for ESSA

IXL has provided the district evidence of increasing proficiency

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train or retrain teachers in researched based instructional strategies. Once trained, teacher's will be monitored for use of new instructional strategies with students in the classroom and assessments/ progress monitoring will be reviewed by administration, looking specifically for student gains.

Classroom Walkthroughs by administration will provide evidence of teacher's following proper pacing in the classroom as well as using strategies with students.

Meeting with ELL Teacher by administration to discuss barriers to student achievement. Once barriers are identified, specific plans will be created to help breakdown or overcome the barriers identified.

Administration will follow up with the ELL teacher to discuss progress and to identify any other barriers that might arise.

Subs will be provided for our ELL teacher for professional development at the county level.

**Person Responsible**

Bob Bedford (bob.bedford@yourcharlotteschools.net)

## **Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### **Describe how the school addresses building a positive school culture and environment.**

Building a positive school culture and environment is one of our main objectives at Lemon Bay. Positive school culture for teachers includes, but is not limited to, addressing their needs in the classroom and providing additional resources for them, celebrating monthly with food, and celebrating our successes with events such as Palm Island, after school social gatherings and various other events. For students, it is our many clubs and activities on campus that directly involve students. Our use of the PBIS program as well as our Manta Pride program to recognize students. For the parents it is our school advisory committee and our many parent booster programs that help maintain a positive culture. Our relationship with the community is second to none. Each year our students donate thousands of hours to community service and in return, the community donates thousands of dollars to our many programs including our Community Academic Partners (CAPs) where the community raises money so that our struggling students can receive after-school tutoring help Monday through Thursday. Each year we invite 40-50 colleges, universities, tech programs to a career day at LBHS where all students take part in a college/career expo. For social services, we partner with Charlotte Behavioral Health to supplement our school social workers needs pertaining to student mental health.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

SAC - Approving SIP as well as helping in school events such as homecoming.

Community - Booster clubs such as CAPs that help provide tutoring and additional classroom resources to teachers.

Parents - Getting students to school, taking part in fundraisers, supporting our Athletics, Band, Drama and ROTC programs.

Students - PBIS initiatives (Manta Pride & AMP), Spirit Fridays, SGA Homecoming, bonfire, lipsync competition, and dance.

Business - Donations to our many clubs, sports teams, band, drama, rotc and booster clubs

Staff - Countless hours spent at the school whether tutoring, coaching, directing, attending functions.