

Charlotte County Public Schools

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bedford, Bob	Principal	- 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
Murphy, Robert	Assistant Principal	- Overseeing Curriculum and Instruction - Technology - Teacher Hardware - Peripherals - Administration - Data - Transportation - PPC - Student Surveys - Guidance - Registration - Parent Conferences

Name	Position Title	Job Duties and Responsibilities
		- 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	- Testing & Facilities - EOC - FSA - SAT Day - Technology - Teacher Hardware - Peripherals - Administration - Facilities - LBPAC Sound/Lighting - Inventory - Technology - Music Instruments - Daily Teacher Attendance - SERT - Discipline - Behavioral Unit - ESE - ISS - Evaluating ROTC, Foreign Language, PE and Fine Arts instructional staff members
Smith, Steve	Assistant Principal	- Overseeing Discipline & Activities - Dean Position & ISS Position - Discipline Grades 9-12 - Activities Calendar - Activities SOM - Activities Co-Curriculars (Band/Drama/ROTC) - Activities Field Trips - School Support

Name	Position Title	Job Duties and Responsibilities
		- 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP plan will be written by the PPC committee along with the Admin Team. Once created, the SIP

2022				2021			2019		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
AMI				
ASN				
BLK				
HSP	52			
MUL	67			
PAC				
WHT	57			
FRL	51			

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

[illegible][illegible]

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
SWD	25	26	24	19	22	20	31	46		95	45	
ELL												
AMI												
ASN												
BLK				42								
HSP	53	45	18	47	40	31	66	58		91	85	
MUL								50				
PAC												
WHT	57	51	36	50	33	29	70	76		98	81	
FRL	44	38	26	38	32	31	61	59		96	70	

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	65	55	46	65	53	55	77	76		95	62	91
SWD	34	48	44	45	53		51	55		86	20	
ELL	47	78	64	92	60		73					91
AMI												
ASN												
BLK												
HSP	57	57	52	67	55	60	76	77		100	75	
MUL	76	69		71	64		73					
PAC												
WHT	67	55	43	65	52	53	78	76		94	60	
FRL	60	54	47	61	56	60	73	70		95	52	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring 0
150.8285 Td(95) TjETBTcSI2d TjETB5189B0469.0742 229.821925

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our lowest performance for the 22-23 school year was math achievement at 51%. Contributing factors would include, but not be limited to, missing 14 days of instruction due to Hurricane Ian, new instructional materials, and teachers not staying on pace with the pacing guides.

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

US History EOC showed the greatest decline from prior year falling from 71% in 21-22 to 54% in 22-23. One of the greatest factor in the decline was the lack of direct, school-based coaching support as well as collaborative planning time in the schedules.

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.

Once again the greatest gap was in US History as we were 9 percentage points below the state average. The same factors contributed to this gap as found in question 2.

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

ELA proficiency showed the largest gain moving from 47% to 59%. ELA Teacher collaboration along with strategic scheduling helped our ELA department tremendously.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance continues to be a major concern for our school. We have a social worker dedicated to attendance along with an attendance committee that meets weekly. Limited interventions create a difficult situation for dealing with students that are habitually absent. We will continue to involve parents and PBIS in trying to increase our attendance.

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

Our highest priorities are Math Learning Gains, Math Learning Gains for Lowest 25, ELA Learning Gains for Lowest 25, and Social Studies proficiency in US History. We will focus on the subgroups with ELL students ELA proficiency and ESE student ELA proficiency.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our projected Learning Gains and L25 Learning Gains in Math, we must continue to focus on improving our instruction for Algebra and Geometry students.

Measurable Outcome:

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

Our goal is to reach 55% in both Math Learning Gains and Math L25 Learning Gains

Monitoring:

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

Math teachers will be required to attend Math meeting with the Principal every three weeks to review progress, data and pacing.

Person responsible for monitoring outcome:

Bob Bedford (bob.bedford@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Direct Instruction using the gradual release model.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The two class math model will allow students better processing of key math concepts. One class will be the direct instructional model, while the second class will be the gradual release model.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: Every three weeks

We will utilize morning time to train or retrain teachers in researched based effective instructional strategies for low level learners. Teachers will be expected to utilize strategies learned with students that start to show a decrease in Math performance.

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

By When: Teachers will be trained in the first five weeks of school. Follow up to use of instructional strategies will be every three weeks when data is reviewed.

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lemon Bay's ELL subgroup performed at a 10% proficiency during the 2021-2022 school year. We need to make sure we are meeting the needs and providing positive outcomes for our ELL population.

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. Admin will do targeted walkthroughs with all teacher's focusing on specific ELL Strategies. 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-)

that might arise.

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

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

By When: Throughout the year.

Creation of a specific walkthrough classroom form that identifies strategies specifically for ELL students that should be used by teachers.

Person Responsible: Bob Bedford (bob.bedford@yourcharlotteschools.net)

By When: The classroom walkthrough form should be completed by the end of August.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lemon Bay will always focus on creating a positive culture and environment for staff, students, parents and community. We want all stakeholders to feel welcome and supported in our school.

Measurable Outcome:

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

Our goal would be to have a feedback score of 8 or above based on the climate survey of both staff and parents.

Monitoring:

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

Through the PPC, we will monitor the feedback from all stakeholders and look for ways to build positive culture throughout the year. Student Government will play a large role in the student culture of the school providing pep rally's and other celebrations for students through out the year.

Person responsible for monitoring outcome:

Bob Bedford (bob.bedford@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be using PBIS as our intervention. For students, we have Student of the Month Recognition, Athlete of the week, Manta Merits, the student AMP award, and spirit Fridays just to name a few. For staff we have Principal lunch table, teacher lunches, staff shirts and the Sunshine Recipient award.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using PBIS allows us to promote a positive culture through recognition of students and staff that are going above and beyond in making a positive impact on the school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of

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.

Person Responsible: Bob Bedford (bob.bedford@yourcharlotteschools.net)

By When: Throughout the year.



[illegible]

Total:	\$5,250.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes