

# 2010-2011 School Improvement Plan

**School Name:** Lemon Bay High School

**Principal:** Dan Jeffers

**SAC Chair:** Jim Harrison

**School District:** Charlotte County Public Schools

**Superintendent:** Dr. Douglas Whittaker

**Date of School Board Approval:**

## **Vision and Mission:**

Lemon Bay High School established its core beliefs, as developed during the 2008-2009 school year by staff and compiled by our Leadership Council, as our school culture with emphasis on professionalism and positive relationships. We refer to these core beliefs as "The Lemon Bay Way." The Lemon Bay Way is a commitment to our students, staff, and community that focuses on building and fostering positive relationships among and between our "school family" and the greater surrounding community that supports the school. The Lemon Bay Way values these relationships and understands that they are an integral part of student success. Lemon Bay High School's vision is to infuse the Lemon Bay Way into the school culture in order to foster positive relationships among staff, students, and our community. This culture values communication, customer service, Manta Ray Pride, and the Lemon Bay "Family." Lemon Bay Way staff exemplify professionalism, professional growth, and instruction that are rigorous, relevant, and research-based. Lemon Bay High School believes that all students can and should learn. Each student has unique gifts and needs, intellectual, physical, social and emotional. Our chief priority as a school is to help students learn. Parents, students, and staff must work together to form an effective community that supports learning. High expectations and clear goals will promote excellence in our students. Our school will foster and instill a commitment in our students to continue our achievement beyond high school. Students learn in a variety of ways. A varied curriculum with rich and diverse teaching strategies is necessary to address those differences. Professional learning communities will collaborate and discuss progress-monitoring test data, differentiated instruction with standards-driven lesson plans, and the social, emotional, and academic needs of students in an effort to increase individual student achievement. Faculty teaching the same courses will collaborate with one another to create common formative and end of course standards-based assessments. Lemon Bay High School's mission 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.

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## **Student Achievement Data**

Note: The following links will open in a separate browser window:

- School Grades Trend Data-**Appendix A**
- Adequate Yearly Progress (AYP) Trend Data-**Appendix B**
- Florida Comprehensive Assessment Test (FCAT) Trend Data-**Appendix C**

## **Employee/Staff Data**

### **Highly Qualified Administrators**

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of

years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

<b>Position</b>	<b>Name</b>	<b>Degree(s)/ Certification(s)</b>	<b>Number of Years at Current School</b>	<b>Number of Years as an Administrator</b>	<b>Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)</b>
Asst Principal	Michael Louden	Bachelors and Masters degrees Florida Certified Admin. All Levels	27	18	09/10 P (awaiting final grade in 11/2010) 08/09 B 07/08 B 06/07 A 05/06 B 04/05 B 03/04 C
Asst Principal	Bob Bedford	Bachelors and Masters degrees Florida Certified Admin. All Levels	18	2	09/10 P (awaiting final grade 11/2010) 08/09 B 07/08 B 06/07 A 05/06 B 04/05 B 03/04 C
Principal	Dan Jeffers	Bachelors and Masters degrees Florida Certified Admin. All Levels	28	28	09/10 (awaiting final grade 11/2010) 08/09 B 07/08 B 06/07 A 05/06 B 04/05 B 03/04 C

### Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 24%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

<b>Subject Area</b>	<b>Name</b>	<b>Degree(s)/ Certification(s)</b>	<b>Number of Years at Current School</b>	<b>Number of Years as an Instructional Coach</b>	<b>Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with</b>

					<b>the associated school year)</b>
Reading Coach	Doug Dunakey	Bachelors in Liberal Arts, Reading Endorsed	3	1	09/10 P (awaiting final grade 11/2010) 08/09 B 07/08 B

### Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	<b>Description of Strategy</b>	<b>Person Responsible</b>	<b>Projected Completion Date</b>	<b>Not Applicable (If not, please explain why)</b>
3	Professional Development Plans "PDP's" to document and acknowledge our successful teachers. Each administrator is assigned 1/3 of the staff to evaluate and respond to their PDP's.	Administration	2011-05-26 00:00:00.0	
1	We use the "Florida Teach In" program to recruit highly qualified teachers.	Dan Jeffers and Barbara Melenson	2010-08-02 00:00:00.0	
7	Early start days for all new teachers into the district with planned outline of district technology programs and one day for site based orientation	District personnel, administration	2010-07-30 00:00:00.0	
6	Subject/Grade level meetings with department chairs	Department heads	2011-05-26 00:00:00.0	
5	Weekly meetings with peer coaches and quarterly meetings with principal and asst. principal of curriculum OR as needed.	Peer Teachers, Principal, and/or APC	2011-05-26 00:00:00.0	
2	NET--New educator training is used to retain highly qualified teachers	Fran Holleran	2011-05-26 00:00:00.0	
4	Professional Development opportunities	Peer Teachers, Principal and/or APC	2011-05-26 00:00:00.0	

### Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified:

<b>Name</b>	<b>Certification</b>	<b>Teaching Assignment</b>	<b>Professional Development/ Support to become Highly Qualified</b>
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Katie Cooke	Bachelors	Reading, English	Team teaching, inservice provided, peer teacher support
Chan-Tam, Yin	Para 2/Media	Media Center Aide	Not applicable but to be used for Non-Instructional
Denise Young	Health, Physical Education, Reading endorsed, Exceptional Education	English, Reading	Team teaching, inservice provided, peer teacher support
Fred Sosnoski	Social Science	World History, Science	Team teaching, inservice provided, peer teacher support
Michael Cullinan	Bachelors, Masters	Biology, Social Science, Math	Team teaching, inservice provided, peer teacher support
Sal Capaccio	Bachelors	Social Science Hope	Team teaching, inservice provided, peer teacher support
Peggy Huber	Para 3/Media	APC Administrative Assistant	Not applicable but to be used for Non-Instructional
Dan Monica	Elem. Ed., Middle grades integrated curr., Middle grades Soc. Sci., Varying exceptionalities, Business Ed., and teacher coord.	DCT, Biology	Team teaching, inservice provided, peer teacher support
Germain Irvin	Bachelors	English, Reading	Team teaching, inservice provided, peer teacher support
Jessica McWilliams	Para 2/Media	Media Center Aide	Not applicable but to be used for Non-Instructional

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70%(35))*

<b>Total Number of Instructional Staff</b>	73
<b>% of First Year Teachers*</b>	3
<b>% of Teachers with 1-5 Years of Experience*</b>	18
<b>% of Teachers with 6-14 Years of Experience*</b>	38
<b>% of Teachers with 15+ Years of Experience*</b>	17
<b>% of Teachers with Advanced Degrees*</b>	27
<b>% Highly Qualified*</b>	66
<b>% Reading Endorsed Teachers*</b>	8

<b>% National Board Certified Teachers*</b>	5
<b>% ESOL Endorsed*</b>	9

### Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities:

<b>Mentor Name</b>	<b>Mentee Assigned</b>	<b>Rationale for Pairing</b>	<b>Planned Mentoring Activities</b>
Susan Chabot	Alicia Gundry	Both teaching science	participation in Charlotte County NET program for new teachers
Jennifer Ragazzone	Stephanie Harper	Both teaching math	participate in Charlotte County NET program for new teachers
Dorothy Moore	Dawn Johnson	Both teaching Dual Enrollment classes	Participate in Charlotte County Schools New Educator Teacher (NET) Program.

### School Demographics

Brief History and Background of the School:

Lemon Bay High School was incorporated in 1978, with its first graduating class in 1981. The school is located in the unincorporated town of Englewood, FL; situated in a predominantly residential area on Lemon Bay and the Gulf of Mexico, approximately 80 miles south of Tampa and 30 miles south of Sarasota. Lemon Bay High School, it enjoys the distinction of being the only high school in Englewood, serving students from three counties: Charlotte, Sarasota, and Lee. The majority of Lemon Bay High School's student population is garnered from Charlotte and Sarasota counties, with the addition of students who reside on the island of Boca Grande in Lee County. Lemon Bay has a large number of alumni on staff as well as many alumni (a number having children attending or graduated from Lemon Bay) volunteers who play an active and integral part in the school. Englewood remains a close knit and supportive community even though its population has almost doubled since the school became a high school in 1981. Englewood is predominantly a retirement community, but the school remains a focal point of community life. Lemon Bay High School's layout is similar to a college campus with many classrooms clustered around a center courtyard of trees, gardens, grass, walkways, and benches. Our Performing Arts Center is one of the most attractive and well-used buildings in Englewood. It would be a difficult assignment to locate another community similar to Englewood, which totally personifies the community school relationship found at Lemon Bay High School.

Unique School Strengths for the Next Year:

Some of Lemon Bay High School's unique school strengths for next year include: veteran staff with an energetic youth influx, parent involvement through volunteering and our Manta University, strong community involvement, freshmen academy, collaborative Middle school feeder program, fine arts department, clubs and activities, fire academy, dual enrollment classes through State College of Florida and Edison State College and technology.

Unique School Weaknesses for Next Year:

Some of the unique school weaknesses that Lemon Bay High School faces next year include a limited student diversity, our physical plant and our lowest quartile.

Student Demographics:

Asian/Pacific Islander -- 15 students -- 1% Multiracial -- 28 students -- 2% Hispanic -- 42 students -- 3% American Indian/Alaskan Native -- 1 students -- less than 1% Black, Non-Hispanic -- 11 students -- 1% White, Non-Hispanic -- 1215 students -- 93% Total students -- 1375

Student Attendance Rates (3 years):

Lemon Bay High School's attendance rate is approximately 94.49%

Student Mobility (3 years):

Lemon Bay High School's student mobility rate is 5.8%

Student Suspension Rates (3 years):

Lemon Bay High School's suspension rates are: In-school suspension rates -- 6.64% Out of school suspension rate -- 9.42%

Student Retention Rates (3 years):

Lemon Bay High School has a retention rate of less than 1%.

Class Size:

Lemon Bay High School's class size average is 25 students.

Academic Performance of Feeder Pattern:

The majority of Englewood Elementary, Vineland Elementary, Myakka River Elementary students eventually populate L.A. Ainger Middle Schools which in turn feed Lemon Bay High School. Englewood Elementary has been an A school for the past five years. Englewood Elementary achieved AYP in 2007-2008 and 2008-2009. Myakka River Elementary has been an "A" school five times receiving a "B" as a school grade in 2002-2003 and in 2005-2006. Myakka River has achieved AYP five times but did not achieve AYP in 2003-2004 and in 2005-2006. Vineland Elementary has been an "A" school all seven years starting in 2002-2003. Vineland has achieved AYP five times but did not achieve AYP in 2003-2004 and in 2008-2009. L.A. Ainger Middle School has been an "A" school all seven years starting in 2002-2003. L.A. Ainger has achieved AYP twice in 2004-2005 and 2006-2007.

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## Ancillary Program Information

### Coordination and Integration - Title I Schools Only

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<b>Title I, Part A:</b>	
<b>Title I, Part C - Migrant:</b>	
<b>Title I, Part D:</b>	
<b>Title II:</b>	
<b>Title III:</b>	
<b>Title X - Homeless:</b>	
<b>Supplemental Academic Instruction (SAI):</b>	
<b>Violence Prevention Programs:</b>	
<b>Nutrition Programs:</b>	
<b>Housing Programs:</b>	
<b>Head Start:</b>	
<b>Adult Education:</b>	
<b>Career and Technical Education:</b>	
<b>Job Training:</b>	
<b>Other:</b>	

**Response to Instruction/Intervention (RtI)**

**School-based RtI Team**

Identify the School-based RtI Leadership Team:

RtIA Curriculum Team Principal -- Dan Jeffers Assistant Principal -- Bob Bedford Guidance Counselor -- Dawn Bedford Teacher -- Darrell Roach Teacher -- Lorraine Vickers Teacher -- Denise Young Teacher -- Dorothy Moore Teacher -- Becky LeClerc Teacher -- Susan Chabot Teacher -- Kelly Duncan Teacher -- Daryl Konrardy Liason -- Mishel Brown County RTI Coach -- Jackie Speake RtIB Behavioral Team Assistant Principal -- Michael Louden Dean -- Jon Arritt ESE Liason -- Mishel Brown Teacher (lead) -- Sally Lutz Teacher -- Denise Young Teacher -- Robert Murphy Teacher -- Kathy Roach Teacher -- Daryl Konrardy Teacher -- Jennifer Ragazzone ESE Program Staffing Specialist -- Kim DeVries

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The RTI leadership committee will focus on: How to use and implement RTI at Lemon Bay High School to ensure student success. The RtI team meets at least twice monthly. The role of the team is to develop a pyramid response to intervention allocating resources in direct proportion to student need. Data are collected at each tier and the data are used to measure the efficiency of the interventions using the problem solving approach. Teachers frequent progress monitoring and data analysis will determine if interventions need to be modified or changed to promote student success. The RtI behavioral committee uses data from previous referral history to target areas of needed growth and refinement. The referral process is a large focus of the committee this year. Emphasis will be placed on positive

behavioral reinforcement, using tangible incentives.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the Student Success Plan?

The Role of the RtI Teams will be to oversee the RtI process and interventions by: 1.) Review Data 2.) Provide Staff Development 3.) Assist teachers in analyzing data 4.) Support teachers in providing interventions 5.) Help to involve parents in the RtI process

### **RtI Implementation**

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior:

Several systems will be used to manage data, including Progress monitoring and reporting network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Plugged into Reading (PITR), Schoolnet (Kaplan) for Math (grade 9/10); Science (grade 11), FCAT data, SAT/ACT data, Common grade level standards based exams for content areas, and SASI (student information system). These data are first studied at the school level, then at the subgroup level and finally broken down into individual analysis.

Describe the plan to train staff on RtI:

Faculty and staff training will be coordinated by the RtI committees, utilizing the District Professional Development Team. The RtI team will provide professional development for staff on a needs basis. Teachers will be given further training needed as determined by the RtI committee.

### **Literacy Leadership Team (LLT)**

#### **School-based Literacy Leadership Team**

Identify the school-based Literacy Leadership Team (LLT):

Principal -- Dan Jeffers Reading Coach -- Doug Dunakey Team Leader -- Sally Lutz Teacher -- Katie Cooke Teacher -- Kelly Duncan Teacher -- Germain Irvin Teacher -- Denise Young Teacher -- Ashlee Lineberger Teacher -- Dorothy Moore

Describe how the school-based LLT functions (e.g. meeting processes and roles/functions):

The LLT meets bi-monthly. One meeting is devoted to the dissemination of administrative information. The other meeting is for professional sharing and growth of successful ideas and strategies utilized by teachers in the classroom.

What will be the major initiatives of the LTT this year?

A major initiative of the LLT this year is to continue to invite and collaborate with English, Social Studies and Science teachers for cross-curricular lessons and/or activities.

#### **For Schools with Grades 6 - 12**

Describe the plan to ensure all teachers incorporate reading instruction in all classes:

The plan of Lemon Bay High School to ensure the responsibility of teaching reading for every teacher is by continuing to make reading the responsibility of all teachers. This is emphasized by the 14 minute block, "Read Your Book Time," built into our school schedule. During this time period; faculty, staff and students choose something to read. At the beginning of the school year, we have Content Area Reading-Professional Development (CAR-PD) certified teachers present an in-service on reading materials that can be used in all subjects. This is built into the preschool schedule so all teachers can attend. We utilize these teachers in our Social Studies, Science and Business classes; reaching students with certified teachers in classes other than English and reading. There is a strong emphasis on all of our teachers becoming reading certified or earning their CAR-PD certification. The county supports us by offering all courses necessary, free of charge, through our Professional Development Center. Teachers can elect to take the courses for CAPE (Charlotte Academy of Professional Educators) credit for a fee. CAPE is a voluntary, tuition-based program that provides an alternative to advanced university/college degrees, providing a comparable salary supplement upon completion. It is an innovative program modeled after the "corporate university" concept. Four times a year, we schedule C.A.S.E (Collaborate and Share Everything) presentations. At each presentation, a team of teachers presents on a strategy they use in their classes to their peers. Our Reading and English departments, along with a growing number of other disciplines, choose reading strategies. Members of our reading, English, Social Studies and Science departments meet to plan collaborative lessons/activities.

### Framework for Student Success

<b>School:</b>	Lemon Bay High School
<b>Report Prepared By:</b>	Dan Jeffers
<b>2009-10 Activities</b>	
Who participated in the Teacher Support Team (TST)(include names and roles)?	Assistant Principal -- Bob Bedford Guidance -- Dawn Bedford Guidance -- Teresa Dailey Guidance -- Matt Potter School Social Worker -- Sharon Dunbar Liason -- Mishel Brown Liason -- Beth Weber Dean -- Marie Jacintho Dean -- Mark Mull Dean -- Jon Arritt
How many time did the TST meet (please include documentation)?	The TST met seven (7) times. 1/12/2010 -- Attend: January Overview Session (1/2 day) 2/10/2010 -- Organize school TST into PLC for review of FSS materials 2/11/2010 -- Begin review of FSS materials w/ TST members 2/24/2010 -- Attend: February Problem Solving Methodology Session (1/2 day) Continue to meet with TST on schedule basis for PLC activities - reiew schools's TST process/adjust membership as needed 2/24/2010 -- Pilot student case through FSS problem solving process 4/22/2010 -- Attend: April Data/Charting/Monitoring/Interventions/D.I. Session (Full day) 4/28/2010 -- Meet with RtI team to brainstorm "One Year Plan" 5/14/2010 -- Meet with RtI team to continue discussion of "One Year Plan"
In which professional development activities did the TST participate (incude TST PLC activities)?	1/12/2010 -- Attend: January Overview Session (1/2 day) 2/24/2010 -- Attend: February Problem Solving Methodology Session (1/2 day) 2/24/2010 -- Attend: February Problem Solving Methodology Session (1/2 day) 4/22/2010 -- Attend: April Data/Charting/Monitoring/Interventions/D.I. Session (Full day)
How many cases did the TST process and monitor?	LBHS consistently monitored 60 plus students throughout the year at any one time. Overall LBHS reviewed and discussed well over 200 students.

What strengths/successes did the TST achieve?	The TST/SAT was able to meet with all the students listed above and monitor their attendance, grades and family life.
What questions/gaps/needs still persist?	None
<b>2010-11: Logistics</b>	
Who will participate in the TST (include names and roles)?	Assistant Principal -- Bob Bedford Guidance -- Dawn Bedford Guidance -- Teresa Dailey Guidance -- Matt Potter School Social Worker -- Sharon Dunbar Liason -- Mishel Brown Liason -- Beth Weber Dean -- Marie Jacintho Dean -- Mark Mull Dean -- Jon Arritt
When will the TST meet (approx. dates)?	TST teams meet every other week during morning planning time. We will add meetings throughout the year on an as needed basis.
Who is primarily responsible for leading the TST?	APC -- Bob Bedford and Michael Louden
<b>2010-11: Management Plan</b>	
How will cases be managed (case managers)?	Data books will be compiled by the TST teams. All members will be responsible for input. The case manager will be the appropriate guidance counselor.
How will support be provided for students?	Support will be given through a list of strategies compiled by the team to best meet the needs of the individual student.
How will the TST connect with building level teams and faculty (communication, coordination, etc.)?	On a need basis, emails, conferences, individual meetings led by the case manager.
What forms will be used, modified, or developed?	County created forms will be used. They may be modified on an individual basis.
How will minutes of TST meetings be taken?	The case manager will be responsible for the notes and keeping them in that students data book.
How will action plans be tracked?	The case manager will follow the progress of the student.
How will parents be involved?	Parents will be involved from the initial process, starting at the teacher and continuing with the team as needed.
<b>2010-11: Framework for Student Success Implementation</b>	
How will instruction be differentiated?	Instruction will be differentiated, with possible modifications and/or accommodations based on the needs of the individual student in each case. All teachers use differentiated instruction in their classes when needed.
What interventions (Tier 2)/instructional strategies will be utilized?	Again, these will be determined on a case to case basis. The modifications and/or accommodations will be determined by how to best meet the needs of each student.

How will Tier 3 instruction be provided?	As with Tier 2, these will be determined on a case to case basis. The modifications and/or accommodations will be determined by how to best meet the needs of each student.
How will student progress be monitored and communicated to the TST?	Student reports, teacher reports, guidance follow-up, student work and grades.
<b>2010-11: Professional Development Plan</b>	
What professional development will be provided to the faculty regarding Problem Solving/Response to Intervention?	Faculty and staff training will be coordinated by the RtI committee, utilizing the District Professional Development Team. The RtI team will provide professional development for staff on a needs basis. Teachers will be given further training needed as determined by the RtI committee.
What professional development will be provided the faculty regarding the function/access to/from the TST?	A faculty presentation will be provided to the whole staff about the TST process. As needed, further information/training will be given.
What professional development will be provided to the faculty regarding differentiated instruction?	Faculty presentations will be provided about differentiated instruction. CASE presentation, work days and optional help will be also be provided. As needed, further information/training will be given.
What professional development will be provided to the faculty regarding use of student data?	Faculty presentations will be provided to the whole staff about the use of student data. CASE presentation, work days and optional help will be also be provided. As needed, further information/training will be given.
How will Framework for Student Success (FSS) professional development be integrated with PLCs?	This year within our PLCS we will integrate the framework principles learned in professional development.
How will FSS professional development be supported (including site coaching)?	Our site coaches will consist of both AP's. Bob Bedford will be in charge of RtIA and Mike Loudon will be in charge of RtIB.

## School-Wide Florida's Continuous Improvement Model (FCIM)

### PLAN

What strengths and weaknesses were identified in the previous year's data by grade level, subject area, and clusters/strands?

#### Strengths:

Compared to state averages, our strengths for 2009-2010 include: In 9th grade Reading, students are performing at or above state average in the following strands: 1.) Words/Phrases in Context 2.) Main Idea/Plot and Purpose 3.) Comparisons and Cause/Effect 4.) Reference/Research Strengths: In 10th grade Reading, students are performing at or above state average in the following strands: 1.) Words/Phrases in Context 2.) Main Idea/Plot and Purpose 3.) Comparisons and Cause/Effect 4.) Reference/Research Strengths: In 9th grade Math, students are performing at or above state average in the following strands: 1.) Number Sense 2.) Measurement 3.) Geometry 4.) Algebraic Thinking 5.) Data Analysis Strengths: In 10th grade Math, students are performing at or above state average in

the following strands: 1.) Number Sense 2.) Measurement 3.) Geometry 4.) Algebraic Thinking 5.) Data Analysis

### **Weaknesses:**

Areas of weakness that were identified for the 2009-2010 school year include: Reading: 1.) Comparisons and Cause/Effect 2.) Reference and Research Mathematics 1.) Geometry 2.) Measurement Although we are above or at state averages in these areas, these are areas that are identified as our weakest strands.

### **Instructional Calendar Development**

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Using 2009 - 2010 data from Content Focus Reports, meet with the reading, writing, mathematics, and science departments, starting at the 9th grade level. We will calculate the number of days for instructional delivery. Next, divide the number of days by four to allocate an average of three mini-lessons and one mini-assessment for each specific skill. During these lessons and assessments, we will adjust the content and lessons to more effectively meet student needs as shown through their performance. We will also segment and prioritize the most tested specific skill with more time allocated for the weakest areas of our performance. We will monitor using electronic tools including; FAIR, FOCUS, Performance Matters, and supplemental websites utilized by teachers during their classes. Also, classroom activities, portfolios, testing, and alternative assessments will be used.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

The Content areas/benchmarks that will be given priority for Reading include: I. Words and Phrases in Context 1.) Conclusions/Inferences II. Main Idea 1.) Detail/Facts 2.) Author's Purpose 3.) Descriptive Language 4.) Figurative Language III. Comparison and Cause/Effect 1.) Contrast 2.) Cause/Effect IV. Reference and Research 1.) Synthesize Information 2.) Analyze/Evaluate information The Content areas/benchmarks that will be given priority for Math include: I. Number Sense 1.) Order of operations II. Measurement 1.) Volume 2.) Rate III. Geometry and Spatial Sense 1.) Similarity 2.) Distance IV. Algebraic Thinking 1.) Numeric Patterns 2.) Changing Cost Parameters 3.) Graphing Equations/Inequalities V. Data Analysis and Probability 1.) Circle Graphs The Content areas/benchmarks that will be given priority for Science include: I. Physical and Chemical Sciences II. Earth and Space Sciences III. Life and Environmental Sciences IV. Scientific Thinking

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The process involved in determining the master schedule is to look at data from the FCAT as well as ACT/SAT/CPT scores. Remedial classes as well as advanced classes are then determined by the data for the individual students and student needs. Once students receive the correct placement, using 2009-2010 data from progress monitoring and reporting network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Plugged into Reading (PITR), Schoolnet (Kaplan) for Math (grade 9/10); Science (grade 11), FCAT data, SAT/ACT data, Common grade level standards based exams for content areas, and FOCUS (student information system) lessons and assessments are developed to ensure instruction is based on individual students' needs.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Lemon Bay focuses student instruction to include real world education. We also utilize a former pilot instructing our specialized aeronautics course. We have courses that are directly related to their futures: Certified Emergency Response Team (CERT), Diversified Career Training/On the Job Training (DCT/OJT), Health Occupations, Culinary Occupations and Teacher Preparation. Some of our courses provide internships, incorporate guest speakers as well as have "Dress For Success" days. Lemon Bay also has a strong articulation agreement with the Charlotte Technical Center that offers students opportunities to study in the automotive, aerospace, electronics, culinary arts, drafting, early childhood, game programming, and health science fields. We are piloting a College Success Skills, dual enrollment class through Edison State College.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school uses students' career pathways to help guide the students into proper courses. Guidance Counselors present to all students through their classes. Individual meetings with their guidance counselors are available for students needing further assistance. Parent meetings are held to provide information and educate parents so they can assist their child(ren). The high school also has a career occupational lab and career specialist that all students have access to. The use of the ACT-Plan test also directs students into a career pathway of interest.

## **DO**

### **Direct the Instructional Focus**

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

- Following Sunshine State Standards. - Departmental cooperation and coordination of instructional delivery and assessment. - Interdepartmental collaboration. - Emphasis on Diversified classrooms. - Use of differentiated instruction.

How are instructional focus lessons developed and delivered?

Certified teachers use their own expertise and experience, collaborating with department members, as well as interdepartment lesson building. Utilizing school, district, state and national resources. Delivery - incorporating the style/styles needed to best meet the needs of their students, including - but not limited to: coaching, discussion, hands-on experiences, informal assessment, learning centers, lecture, modeling, presentation, providing directions/instructions, providing opportunities for practice, teacher directed questions and answers, and testing.

How will instructional focus lessons be revised and monitored?

Individual teacher assessment of lessons, other teacher or county observations/reports of teacher instruction/assessment. Departmental meetings, Interdepartmental meetings, administrative classroom walk-throughs. Administrative/district personnel observations if requested by teachers.

## **CHECK**

### **Assessment**

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core,

supplemental, and intensive instruction/intervention:

At Lemon Bay High School we use many formative assessments to monitor student progress in core, supplemental, and intensive instruction. These include: Kaplan for Math and Science, FAIR for reading, "Charlotte Writes," and "District Science." Lemon Bays also uses multiple classroom assessments to monitor student progress, which may include portfolios. The PSAT, ACT PLAN, and CPT testing are also used to determine student strengths and weaknesses.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Teachers analyze the formative assessments, and RtIA committee members determine mastery of the Sunshine State Standards and identify what areas of weakness need to be readdressed for those students not reaching mastery.

## **Maintenance**

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Lemon Bay High School begins to build the instructional calander with data from FCAT, ACT, SAT, CPT, PSAT, SAM, FAIR, "Charlotte Writes," and "District Science." These data are used to determine the Content Focus Reports when administration meets with full faculty and staff and at departmentalized meetings.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement:

Utilizing the data from FCAT, ACT, SAT, CPT, PSAT, SAM, FAIR, "Charlotte Writes," and "District Science," a minimum of monthly meetings will be held by both the Data Team and RTI committees for monitoring data and discussing results with staff to aid in improving student achievement.

## **Monitoring**

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process:

Administration will receive professional development to keep up to date with the most current successful practices and passing the information on to staff. The administration uses classroom walkthroughs to support continuous improvement of teaching and learning through a seven-stage process of gathering, analyzing, and reflecting on data around classroom practice. The administrative team plays an active roll in all committees and teams. Lemon Bay High School's administration has an open door policy to staff, students, parents, and community members.

## **ACT**

### **Supplemental and Intensive Instruction/Intervention**

Identify the core, supplemental, and intensive instruction and interventions:

Core - General, Honor, Dual Enrollment and Advanced Placement in English, Math, Science and Social Sciences. Supplemental- School Support Assistance Program, ED Options, and Decisions to Win program Intensive Instruction - Exceptional Student Education in English, Math, Science, Social Sciences and Learning Strategies Interventions - Student Out of School Suspension(SOS)- held on campus, specialized scheduling,and Police Athletic League(PAL) organization.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

The teachers of Lemon Bay High School's supplemental and intensive instruction/interventions and tutorials are structured the same as our core courses. These teachers use formative assessments to identify deficient areas in mastery. This information is made available from the RtI and Data teams make this information available and share it with all staff members in order to determine and utilize alternative teaching strategies in lessons and/or activities to re-teach skills in non-mastered target areas.

How does the school identify staff's professional development needs to improve their instructional strategies?

Lemon Bay uses a variety of means to identify staff's professional development needs. These include, but are not limited to: test performance scores, course completion surveys, county mandated development, certification requirements, test score performance development and staff requested development.

Which students will be targeted for supplemental and intensive instruction/interventions?

All students performing at a level one or two on the FCAT are targeted. Lemon Bay also provides extra support for low level threes on the FCAT. Students identified as at risk and/or who qualify for Exceptional Student Education Services.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness of the interventions will be measured throughout the year by analyzing student performance in classes; on formative, summative, informal and formal assessments, as well as standardized tests. Student, parent and instructor feedback will also be used. The RtI teams, Data teams and teachers analyze on an ongoing basis throughout the year.

## **Enrichment**

Describe alternative instructional delivery methods to support acceleration and enrichment activities:

Differentiated instruction after formative assessment. Including, but not limited to: learning centers, hands-on experience, discussion, modeling, presentation, small group, peer tutoring, advanced placement instruction, experiential and cultural trips, guest speakers, Online Ed Options and Florida Virtual School, early college dual enrollment.

Describe how students are identified for enrichment strategies:

High level of performance on standardized testing. Students who show mastery in formative assessments. Teacher recommendation. Motivation. Grades. Interest. Student and/or parent request.

## NCLB Public School Choice

The following documents must be attached:

- Notification of School in Need of Improvement (SINI) Status-**Appendix D**
  - Public School Choice with Transportation (CWT) Notification-**Not Available**
  - Supplemental Educational Services (SES) Notification-**Not Available**
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## Elementary Title I Schools Only Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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## Postsecondary Transition - High Schools Only

**Note: The following is required for High School - Sec. 1108.37(4), F.S.**

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

At Lemon Bay High School, our elective courses allow students insights to future career opportunities through hands-on, real world activities.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Lemon Bay starts educating the incoming freshmen at our feeder middle school. We tie into the career development course students at Ainger. Each year students take part in FACTS.org that allows students to look at their transcripts and how it relates to their college and/or career choices. As well, our guidance counselors review transcripts with students in helping them select courses for the following year.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report:

Lemon Bay promotes the ACT, SAT, CPT and ASVAB testing to preassess where students are from a postsecondary aspect. We then target them into classes and/or internships that will better prepare them for the postsecondary level. This is followed up with further testing. Our Career Lab Instructor introduces the features offered, beginning with incoming freshmen. Each year she addresses students at grade level meetings, individual junior classes and individually by junior year.

## Expected Improvements

Please refer to questions below to guide your responses when completing the goal charts for each area. Specific responses are not required for each question on the template.

### Guiding Questions to Inform the Problem Solving Process

- What percentage of students achieved proficiency?
- What was the percent increase or decrease of students achieving proficiency?
- What are the anticipated barriers to increasing the percentage of students achieving proficiency?
- What strategies will be implemented to provide enrichment to students achieving proficiency?

- What percentage of students achieved learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

- What percentage of students in the lowest 25% achieved learning gains?
- What was the percent increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?

- List the student subgroups that did not meet AYP targets.
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?

- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase and maintain proficiency for these clusters/strands?

- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/students; teacher/administrator?

- How will the Problem Solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem Solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem Solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

## Reading Goals

\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

READING	Problem Solving Process to Increase Student Achievement				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency in reading</b>	<b>Reading Goal #1: <u>2010 Current level of Performance:</u>*52%(339) <u>2011 Expected level of performance:</u>*54%</b>				
1	No scheduled time for school wide reading	Read Your Book Time	APC	Scheduling of 14 minute block within our 2nd period	Teacher/student report. Walk-through observations
2	Student performance on FCAT	Blocking all level 1 students into Intensive Reading and English with the same teacher. Scheduling all level 2 and low level 3 students into Intensive Reading and English	Administration team	Blocking all level 1 students into Intensive Reading and English with the same teacher. Scheduling all level 2 and low level 3 students into Intensive Reading and English	Student schedules
				After identifying 11th and 12th grade students who had received a 3	

3	College eligible who have not participated in a College entrance exam.	Develop data committees to identify, meet with, and highly encourage their participation in a college entrance exam. Providing opportunities to take the CPT (College Placement Test) for free.	Data collection committee members	or higher on their FCAT in their tenth grade year, meet with them as a group to explain the benefits of participating in college entrance exams. Some students were called for small group and/or individual meetings to reemphasize the importance of their participation. With the aide and cooperation of Edison Community College, the students were given multiple opportunities to take the CPT for free on campus. They were also told about the ACT and SAT.	Student participation/performance on college entrance exams.
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**2. Students achieving Learning Gains in reading**

**Reading Goal #2:** 2010 Current level of Performance:\*54%(360)  
2011 Expected level of performance:\*56%

1	Materials for each teacher of reading	Plugged into Reading	Kym Sheehan	Teacher incorporation of Plugged into Reading Materials/Curriculum into lessons	Teacher report, student performance
<b>3. Students achieving within Lowest 25% in reading</b>		<b>Reading Goal #3:</b> <u>2010 Current level of Performance:</u> *45%(300) <u>2011 Expected level of performance:</u> *47%			
1	Scheduling students into Intensive Reading classes according to FCAT data (no FCAT data reported)	Grade Level data meetings	APC	Bimonthly meetings	Student performance
<b>4. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading</b>		<b>Reading Goal #4:</b> <u>2010 Current level of Performance:</u> *53%(353) <u>2011 Expected level of performance:</u> * less than 50% <b>Subgroup:</b> White			
1	Classroom follow through in implementation of reading strategies in core classes	Provide inservice, as well as duty days, for collaboration of core teachers with reading teachers.	APC	Student FCAT reading scores on Spring 2011 FCAT	Spring 2011 results on FCAT reading
<b>4a. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading</b>		<b>Reading Goal #4a:</b> <u>2010 Current level of Performance:</u> *41%(273) <u>2011 Expected level of performance:</u> *39% <b>Subgroup:</b> Economically Disadvantaged			
1	Classroom follow through in implementation of reading strategies in core classes	Provide inservice, as well as duty days, for collaboration of core teachers with reading teachers.	APC	Student FCAT reading scores on Spring 2011 FCAT	Spring 2011 results on FCAT reading
<b>4b. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading</b>		<b>Reading Goal #4b:</b> <u>2010 Current level of Performance:</u> *18% (118) <u>2011 Expected level of performance:</u> *16% <b>Subgroup:</b> Students with Disabilities			
1	Classroom follow through in implementation of reading strategies in core classes	Provide inservice, as well as duty days, for collaboration of core teachers with reading teachers.	APC	Student FCAT reading scores on Spring 2011 FCAT	Spring 2011 results on FCAT reading

**4c. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading**

**Reading Goal #4c:** 2010 Current level of Performance:\*  
2011 Expected level of performance:\*

**Subgroup:**

**4d. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading**

**Reading Goal #4d:** 2010 Current level of Performance:\*  
2011 Expected level of performance:\*

**Subgroup:**

## Math Goals

\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

MATHEMATICS	Problem Solving Process to Increase Student Achievement				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency in math</b>	<b>Math Goal #1: 2010 Current level of Performance: *81%(531) 2011 Expected level of performance: *83%</b>				
1	College eligible who have not participated in a College entrance exam.	Develop data committees to identify, meet with, and highly encourage their participation in a college entrance exam. Providing opportunities to take the	Data collection committee members	After identifying 11th and 12th grade students who had received a 3 or higher on their FCAT in their tenth grade year, meet with them as a group to explain the benefits of participating in college entrance exams. Some students are called for small group and/or individual meetings to reemphasize the	Student participation/performance on college entrance exams.

		to take the CPT (College Placement Test) for free.		importance of their participation. With the aide and cooperation of Edison Community College, the students are given multiple opportunities to take the CPT for free on campus. They are also told about the ACT and SAT.	
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<b>2. Students achieving Learning Gains in math</b>		<b>Math Goal #2:</b> <u>2010 Current level of Performance: *76%(499)</u> <u>2011 Expected level of performance: *78%</u>			
1	Introduction of end of the year exams in Algebra I.	Secondary Assessment in Math(SAM) to establish a baseline for students.	APC and Mathematics department head	SAM will be used to identify areas of difficulty in Algebra I and Geometry.	Algebra I End of Class Exam(EOC).

<b>3. Students achieving within Lowest 25% in math</b>		<b>Math Goal #3:</b> <u>2010 Current level of Performance: *68%(446)</u> <u>2011 Expected level of performance: *70%</u>			
1	Scheduling	Students that failed algebra I were scheduled into a algebra 1/Informal Geometry year long class. Scheduling multiple Algebra 1 classes at the same time so RtI can be implemented by lateral movement of students instead of schedule changing.	Administration, Algebra teachers	Scheduling of students into courses. Teacher/student reports. Student performance.	End of year exam, FCAT results.

<p><b>4. Student subgroups not achieving Adequate Yearly Progress (AYP) in math</b></p>	<p><b>Math Goal #4:</b> <u>2010 Current level of Performance: *73% (479)</u>  <u>2011 Expected level of performance: *below 50%</u>  <b>Subgroup:</b> Economically Disadvantaged</p>				
<p>1</p>	<p>Scheduling</p>	<p>Students that failed algebra I were scheduled into a algebra 1/Informal Geometry year long class. Scheduling multiple Algebra 1 classes at the same time so RtI can be implemented by lateral movement of students instead of schedule changing.</p>	<p>Administration, Algebra teachers</p>	<p>Scheduling of students into courses. Teacher/student reports. Student performance.</p>	<p>End of course exam. FCAT results.</p>
<p><b>4a. Student subgroups not achieving Adequate Yearly Progress (AYP) in math</b></p>	<p><b>Math Goal #4a:</b> <u>2010 Current level of Performance: *less than 5%</u>  <u>2011 Expected level of performance: *continue to stay below 5%</u>  <b>Subgroup:</b> Students with Disabilities</p>				
<p>1</p>	<p>Scheduling</p>	<p>Students that failed algebra I were scheduled into a algebra 1/Informal Geometry year long class. Scheduling multiple Algebra 1 classes at the same time so RtI can be implemented by lateral movement of students instead of schedule changing.</p>	<p>Administration, Algebra teachers</p>	<p>Scheduling of students into courses. Teacher/student reports. Student performance.</p>	<p>End of course exam. FCAT results.</p>
<p><b>4b. Student subgroups not achieving Adequate Yearly Progress (AYP) in math</b></p>			<p><b>Math Goal #4b:</b> <u>2010 Current level of Performance: *</u>  <u>2011 Expected level of performance: *</u>  <b>Subgroup:</b></p>		

**4c. Student subgroups not achieving Adequate Yearly Progress (AYP) in math**

**Math Goal #4c:** 2010 Current level of Performance:\*  
2011 Expected level of performance:\*

**Subgroup:**

**4d. Student subgroups not achieving Adequate Yearly Progress (AYP) in math**

**Math Goal #4d:** 2010 Current level of Performance:\*  
2011 Expected level of performance:\*

**Subgroup:**

## Science Goals

\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

SCIENCE	Problem Solving Process to Increase Student Achievement				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency in science</b>	<b>Science Goal #1: 2010 Current level of Performance: *45% (295)</b> <b>2011 Expected level of performance: *47%</b>				
1	Student results on FCAT	Use District Science Screening Assessment to monitor progress of students.	Administration, Science teachers	Familiarize all science staff with FCAT results and training/refresher in use of Performance Matters to access class and individual student scores (overall and strands). Administration of District Science Screening Assessment Progress Monitoring.	Student progress from Baseline 1 to Baseline 2.

## Writing Goals

\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

<b>WRITING</b>	<b>Problem Solving Process to Increase Student Achievement</b>				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency in writing</b>	<b>Writing Goal #1: 2010 Current level of Performance: *84%</b> <b>2011 Expected level of performance: *86%</b>				
1	Planning time	Development of schoolwide writing program.	APC, Bonnie Powell, English Department chair	English department meetings. Writing council meetings. Continue to develop writing program to be used by Lemon Bay teachers.	Writing committee
<b>2. Students achieving Learning Gains in writing</b>	<b>Writing Goal #2: 2010 Current level of Performance: *</b> <b>2011 Expected level of performance: *</b>				

## Technology Goals

No Child Left Behind, Title II, Part D legislation's goals are to improve students' academic performance through the use of technology and assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes 8th grade regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

*\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

TECHNOLOGY	Process to Increase Teacher Technology Literacy				
Based on the analysis of the Student Tool for Technology Literacy (ST <sup>2</sup> L) data reference to "Guiding Questions", identify and define areas in need of improvement for the following groups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency in technology</b>	<b>Technology Goal #1:</b> <u>2010 Current level of Performance:*</u> <u>2011 Expected level of performance:*</u>				

No Child Left Behind (NCLB) legislation emphasizes the importance of leveraging the power of technology in all areas of K-12 education, from reading to science to special education. As a result, education leaders at the state and local levels are expected to develop plans that effectively employ technology to enhance learning and increase student achievement. Accurate, up-to-date information about using technology to improve curriculum, assessment, and teaching is vital to inform education leaders as they plan their NCLB programs.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70%(35)).*

TECHNOLOGY	Process to Increase Teacher Technology Literacy				
Based on the analysis of the Florida Innovates Technology Resource survey data reference to "Guiding Questions", identify and define areas in need of improvement for the following groups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Assessing technology utilization in schools</b>	<b>Technology Goal #2:</b> <u>2010 Current level of Performance:*</u> <u>2011 Expected level of performance:*</u>				

To meet the No Child Left Behind goal for full integration of technology into the curriculum provides guidelines for basic skills for teacher technology proficiency. The State of Florida has developed a tool to assist teachers in measuring their proficiency and identifying the technology skills that their Professional Development plan should focus on.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70%(35)).*

TECHNOLOGY	Process to Increase Teacher Technology Literacy				
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Based on the analysis of the Inventory of Teacher Technology Skills data reference to "Guiding Questions", identify and define areas in need of improvement for the following groups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Teachers achieving proficiency in technology</b>	<b>Technology Goal #3: <u>2010 Current level of Performance:*</u></b> <b><u>2011 Expected level of performance:*</u></b>				

## Attendance Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

### Guiding Questions to Inform the Problem Solving Process

- Describe the attendance rate for previous school year.
- What are the anticipated barriers to increasing the attendance rate?
- What strategies and interventions will be utilized to increase the attendance rate for the coming school year?

*\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

ATTENDANCE	Problem Solving Process to Increase Student Attendance				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance Goal</b>	<b>Attendance Goal #1: <u>2010 Current level of attendance: *94.8%(1243)</u> <u>2011 Expected level of attendance: *95%(1263)</u></b>				
1	At home issues	Meet with student and family to try to come up with alternatives to dropping out.	APC, Guidance	Meetings (as needed) at school with student (and/or family), teacher, guidance, administration, support services. Whoever may be able to help the student most. Possible home visits by school social worker.	FOCUS attendance report

## Suspension Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

### Guiding Questions to Inform the Problem Solving Process

- Describe the suspension rate for the previous school year.
- What are the anticipated barriers to decreasing the suspension rate?
- What strategies and interventions will be utilized to decrease the suspension rate for the upcoming school year?

\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

SUSPENSION	Problem Solving Process to Reduce the Suspension Rate				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension Goal</b>	<b>Suspension Goal #1:</b> <u>2010 Current level of suspension: *9.42%</u> <u>2011 Expected level of suspension: *8%</u>				
1	Lack of resources. A large majority of our suspensions are due to alcohol/drugs/weapons on campus - we only have one resource officer.	Education of students and staff on school/county policies (student handbook).	AP, Deans, Resource officer	Meetings (as needed) at school with student (and/or family), deans, teacher, guidance, administration, support services. Whoever may be able to help the student most. Possible home visits by school social worker.	FOCUS report on suspension

## Drop Out Prevention Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

### Guiding Questions to Inform the Problem Solving Process

- Describe the drop out rate for the previous school year.
- What are the anticipated barriers to decreasing the drop out rate?
- What strategies and interventions will be utilized to decrease the drop out rate for the upcoming school year?

Based on the analysis of drop out data, and reference to the "Guiding Questions" above, identify and define areas in need of improvement:

*\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

DROP OUT PREVENTION	Problem Solving Process to Reduce the Drop Out Rate				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Drop Out Prevention Goal</b>	<b>Drop Out Prevention Goal #1: 2010 Current drop out rate: *1.7% (22)</b> <b>2011 Expected drop out rate: *1.5%(20)</b>				
1	Issues at home	Meet with student and family to try to come up with alternatives to dropping out.	AP, Guidance	Meetings (as needed) at school with student (and/or family), teacher, guidance, administration, support services. Whoever may be able to help the student most. Possible home visits by school social worker.	Student report, dropout or not

## Additional Goals

*\*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

ADDITIONAL GOALS	Problem Solving Process to Reduce the Suspension Rate				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	<b>Data/Information indicating need:</b>				

## Big Rock Plan

"Big Rock" Strategy Name: **Frameworks for Student Success**

### Three to Five Year "End in Mind" Vision Statement:

Lemon Bay High School established its core beliefs, as developed during the 2009-2010 school year by staff and compiled by our Leadership Council, as our school culture with emphasis on professionalism and positive relationships. We refer to these core beliefs as "The Lemon Bay Way." The Lemon Bay Way is a commitment to our students, staff, and community that focuses on building and fostering positive relationships among and between our "school family" and the greater surrounding community that supports the school. The Lemon Bay Way values these relationships and understands that they are an integral part of student success. Lemon Bay High School's vision is to continue to infuse the Lemon Bay Way into the school culture in order to foster positive relationships among staff, students, and our community. Professional learning communities will continue to collaborate and discuss progress-monitoring test data, differentiated instruction with standards-driven lesson plans, and the social, emotional, and academic needs of students in an effort to increase individual student achievement. Faculty teaching the same courses will collaborate with one another to create common formative and end of course standards-based assessments. Lemon Bay's current focus is to concentrate in the areas of RtIA (Academics) and RtIB (Behavior) and how they affect and contribute to student learning. This year in RtIA we will focus on building relationships with students through the use of data, as well as focusing on tier one core instruction. The RtIB committee will utilize data from previous referral history to target areas of needed growth and refinement. The referral process is a large focus of the committee this year. Emphasis will be placed on positive behavioral reinforcement, using tangible incentives. This year, Lemon Bay will implement S.T.E.M (Science, Technology, Engineering and Math). We will partner with our feeder middle school (LA Ainger) and the Gulf Coast Community Foundation of Venice. In this initial year we will focus on Professional Development for teachers, as well as summer academic programs for high schoolers. Lemon Bay High School's mission 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.

### Resources Needed to Realize Vision:

<b>Human Resources</b>	Sufficient administration, teachers and support staff to meet the needs of students while adhering to state and federal mandates.
<b>Physical Resources</b>	Ample classroom space, and facilities to meet the needs and requirement of the school population.
<b>Technology Resources</b>	Computer student stations, TI-84 graphing calculators, Printing of Writing Program, Performance Matters, elmos, united streaming, smart boards, projectors, VCR/DVD players, TVs.
<b>Information Resources</b>	FCAT/CPT/ACT/SAT Results, FAIR results, SAM results, End of Year testing results, teacher testing, observations, teacher/student reports
<b>Instructional Resources</b>	Plugged Into Reading, adopted instructional materials, supplemental instructional materials, Fluency Training - Florida Assessments for Instruction in Reading (FAIR), SAM Testing, Lemon Bay Writing Program-Integrity Committee, FCAT materials, USA Test Prep, Scholastic, NIE (newspapers in Education), USA Today, SAT/ACT/CPT materials

<b>Partnerships</b>	Lemon Bay High School is most fortunate to benefit, annually, from the generosity of more than 100 local scholarship organizations. Local foundations, civic groups and community organizations provide our graduating, post-secondary bound students with more than \$700,000 local scholarship dollars every year. Our partnership with these groups is invaluable to our school as our graduates transition to post-secondary education with financial assistance provided by their community. Many staff projects and programs are made possible by the generous grants available through the Gulf Coast Community Foundation of Venice. Lemon Bay High School's teachers also apply for multiple grants offered through a variety of sources. Partnerships with local businesses and organizations provide guest speakers as well as real world job experiences to our students.
<b>Fiscal Resources</b>	Federal, State, and District funding. Local dollars, including monies from the Gulf Coast Community Foundation of Venice.

**Alignment to District Goal(s):**

- Success for All
- Comprehensive Curriculum, Instruction, Assessment
- Technical & Career Education
- Effective Schools and Classes
- Recruitment, Support, and Retention
- Professional & Staff Development
- Fiscal Responsibility
- Build Partnerships
- Optimal Facilities
- Diversity of Workforce
- Leadership
- Compensation & Benefits
- Technology Equipped
- Effective Communication
- Enhance Relationships

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**School Parental Involvement Policy/Plan**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I/School improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

## Assurances

**Lemon Bay High School** agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(a)(2)];
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy [Section 1118(a)(E)];  
Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section (h)(2)(6)(A)].

## Parental Involvement Mission Statement (Optional)

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1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].
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At Lemon Bay we strive to continue to increase our parent involvement in all aspects of the school. Our Student Advisory Committee (SAC) is our parent organization, led and run by parents and students, that works with the school to make collaborative decisions in all aspects of school. Some of the ways we communicate are: Our online data program, FOCUS - to keep them informed of their child's progress in class, as well as attendance. We provide information on our school website (<http://www.lemonbayhigh.com/>). We include information in our magazine, the Manta Messenger. Articles in our local newspapers. Our administration will make call-outs. Our school social worker holds meetings during school days, after hours and makes home visits. Many teachers use email communications. We post information on our marquee. We also hold various afterschool meetings throughout the school year.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate)(including but not limited to other federal programs such as: Head Start, Reading First, Early REading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Parct C, Title II, Title III, Title IV, and Title VI)[Section 1118(e)(4)]:

Program	Coordination
FOCUS	mailings, callout, evening trainings to disseminate information and facilitate parent involvement at home and school.
Manta University	evening meetings and trainings that provide not only information but stress parental involvement in all aspects of their child's education.
Grade Level parent meetings	evening meetings to provide information and facilitate parent involvement
Open House	evening meeting to provide information, meet teachers and facilitate parent involvement
New student orientation	scheduled during the teacher prep week, so parents and students can get a brief overview of the materials they receive.
Freshman orientation	We have multiple offerings of meetings to inform our incoming freshmen and their parents/guardians of all school policies and the opportunity to become actively involved. These start at the middle school towards the end of thier 8th grade year. Then, we have freshmen registration one evening so parents can meet with faculty and staff. Again, we have one more freshman orientation the week before school starts.

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assitance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]:

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Adequately Yearly Progress	Principal	Late September- letter sent home to all school family	Distribution of letters
School Choice	County Office	Posted on the County Website	Hits on county website

4. Describe how the school will offer a flexible number of meetings, such as meeting in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)]:

At Lemon Bay we schedule informational meetings on different weeknights throughout the year. By doing this, we are trying to give parents multiple opportunities to attend. We will also schedule meetings in the morning when requested. When possible, we will schedule meetings during the school day for parents who still need more flexibility in attending meetings.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]:

<b>Content</b>	<b>Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
A student information system, FOCUS.	online based, realtime program that provides information to parent and student about thier grades and attendance, as well as other school information	John Weant	Data documentation.	Continually throughout the year.	Parent use of system.
Manta University	Evening presentations/courses for parents of Lemon Bay students on various topics addressing ways parents can help and be involved in their childs education	APC, Guidance	Topics related to current student issues	Continually throughout the year	Parent attendance and response
Open House	Evening orientation at the beginning of the school year introducing staff and reviewing school topics, then providing time for parents to follow their student's schedule and meet their teachers.	AP	Parent Involvement in their child's education	First month of school.	Parent attendance and response
Freshman Orientation	We have multiple offerings of meetings to inform our incoming freshmen and their parents/guardians of all school policies and the opportunity to become actively involved.	AP, Guidance	Early parent involvement in their child's education.	End of 8th grade year. Week prior to to beginning of school year.	Parent attendance and response
New Student Orientation	Special orientation the week before school starts to inform our new students and their parents/guardians of all school policies and the opportunity to become actively involved.	AP, Guidance	Involving parents of our new students in their child's education.	Week prior to beginning of school year.	Parent attendance and response
Grade Level meetings.	Evening parent meetings offered in the first quarter of the school year to provide grade level specific information to parents.	AP, Guidance	Involving parents in their child's education	During the first quarter of the school year.	Parent attendance and response.

6. Describe the training the school will provide to educate its teupil service personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)]:

Content of the Session	Person Responsible	Timeline	Correlation to Student Achievement	Evidence of Effectiveness
Pre school informational meeting and training on how to use school website to post information. Followup CASE meetings and individual trainings as needed.	APC	Pre school week. Throughout the school year.	Open access to parents and students of student information and data.	Parent and student use of website and links.
Pre school informational meeting and training on how to use make group mailings lists in order to provide information through school email. Followup CASE meetings and individual trainings as needed.	APC	Pre school week. Throughout the school year.	Ongoing communication between parents and teachers.	Number of parent emails and parent responses.

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118(e)(4)]:

Activity	Specific Steps	Person Responsible	Timeline	Evaluation
Manta University	Evening presentations/courses for parents of Lemon Bay students on various topics addressing ways parents can help and be involved in their child's education	AP	Throughout the school year.	Parent attendance and response

8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)];
- Not: If the schoolwide program plan under Section 114(b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)]:

Descriptions and explanations of the curriculum at Lemon Bay are provided through our guidance department in our course catalog. Guidance also visits students in their classes, providing them with information to take home about upcoming registrations. They also visit the middle school providing the information to incoming freshmen. At Lemon Bay we schedule informational meetings on different weeknights throughout the year. By doing this, we are trying to give parents multiple opportunities to attend. We will also schedule meetings in the morning when requested. When possible, we will schedule meetings during the school day for parents who still need more flexibility in attending meetings. We also have special nights set aside for freshmen registration - parents get to meet individually with school personnel to register their student(s).

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)]:

At Lemon Bay, we try to provide the necessary services for all our families to be able to fully participate in their child's education. When we know ahead of time, we have translators, signers, liasons, and county staffing specialists available. If we do not have the available support, we will reschedule to be able to better meet the needs of all.

### Discretionary School Level Parental Involvement Policy Components

Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]
- Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]
- Training parents to enhance the involvement of other parents [Section 1118(e)(9)]
- Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(11)]
- Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]
- Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, part A programs [Section 1118(e)(12)]
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]

10. Describe how each discretionary activity check above will be implemented:

Activity	Description of Implementation Strategy	Correlation of Student Achievement	Person Responsible	Timeline
Including Parents in the development of faculty.	Use the SAC committee to help determine direction of instructional staff and school.	Improvement of faculty should lead to better student achievement.	Principal	Yearly review by SAC committee on effectiveness of faculty.

Training parents to enhance involvement of other parents	Use the SAC committee to actively recruit other parents into the program	Improved parental involvement should lead to improved student achievement	SAC chair	Continually and ongoing throughout the year
Maximizing parental involvement	Allow parents to schedule meetings that are good for them.	Improved parental involvement should lead to improved student achievement	APC	Continually and ongoing throughout the year

### School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

### Adoption

This policy was adopted by the school on mm/dd/yy and will be in effect for the period of the school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

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(Signature of Title I Authorized Representative)

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(Date)

Provide evidence that the policy/plan has been developed with the input from parents.

## Review of 2009-2010 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided that were designed to build the capacity of parents to help their children [Sections 1118(e)(1-2)]. Include participation data on the Title I annual meeting:

Content of the Session	Type of Activity	Number of Activities	Number of Total Participants	Correlation of Student Achievement
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2. Provide a summary of the professional development activities provided by the school to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1119(e)(3)]:

Content of the Session	Number of Sessions	Number of Total Participants	Correlation to Student Achievement
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3. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)]:

Barrier (including the Specific Subgroup)	Steps the School will Take to Overcome
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4. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and school as a best practice. (Optional):

Content/Purpose	Description of the Activity
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## Review Rubric for 2010-2011 School Parental Involvement Policy/Plan

**School Name:** Lemon Bay High School

**Plan Year:** 2010-2011

**Reviewer:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

Policy/Plan Components	YES	NO	If Yes, Page #
<b>Previous School Year Plan Review</b>			
Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs?	<input type="radio"/>	<input type="radio"/>	
Is the PIP written in an understandable format and provided in a language parents can understand?	<input type="radio"/>	<input type="radio"/>	
Were revisions/updates to the plan made based upon the review of the previous year plan? Did the school address the barriers identified in the review?	<input type="radio"/>	<input type="radio"/>	
<b>LEA Policy Mission Statement (optional)</b>			
The mission statement should meet the following criteria: <ul style="list-style-type: none"> <li>• Explains the purpose of the parental involvement program;</li> <li>• Tells what will be done;</li> <li>• Includes beliefs or values;</li> <li>• Is concise, free of jargon, and parent-friendly; and</li> <li>• Inspires stakeholders to be involved and supportive of the program.</li> </ul>	<input type="radio"/>	<input type="radio"/>	
<b>1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].</b>			
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Identification of the group responsible for the planning, review, and improvement of the Title I program;</li> <li>• Description of the procedures selecting members of the group;</li> <li>• Explanation of how input from parents will be documented; and</li> <li>• Description of the process for schools to involve parents in the development of the required plans.</li> </ul>	<input type="radio"/>	<input type="radio"/>	
<b>2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].</b>			
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Identification of the specific federal program; and</li> <li>• Description of how the programs were coordinated.</li> </ul>	<input type="radio"/>	<input type="radio"/>	

<p><b>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)] .</b></p>			
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Identification of specific activities or tasks;</li> <li>• Identification of the person(s) responsible for completing the task;</li> <li>• Timeline; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>	○	○	
<p><b>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</b></p>			
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>	○	○	
<p><b>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)].</b></p>			
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content of the session including each of the following:</li> <li>• The state's academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child's progress and work with educators to improve the achievement of their child.</li> <li>• Type of activities;</li> <li>• Correlation to student achievement; and</li> <li>• Reasonable and realistic proposed timelines.</li> </ul>	○	○	
<p><b>6. Describe the training for staff the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].</b></p>			
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content of the session; <ul style="list-style-type: none"> <li>• Value of parental involvement,</li> <li>• Communicating and working with parents,</li> </ul> </li> </ul>	○	○	

<ul style="list-style-type: none"> <li>• Implementation and coordination of parental involvement program,</li> <li>• Building ties between home and school, and</li> <li>• Cultural sensitivity;</li> <li>• Type of Activities;</li> <li>• Specific correlation to student achievement;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Method to determine the success and document completion.</li> </ul>			
<b>7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].</b>			
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Identification of the type of activity;</li> <li>• Specific steps necessary to implement this activity;</li> <li>• Person(s) responsible;</li> <li>• Timeline; and</li> <li>• Method to determine the success and document completion.</li> </ul>	○	○	
<b>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</b> <ul style="list-style-type: none"> <li>• <b>Timely information about the Title I programs [Section 1118(c)(4)(A)]:</b></li> <li>• <b>Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]:</b></li> <li>• <b>If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]:</b></li> </ul> <b>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</b>			
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Process for providing information to parents;</li> <li>• Dissemination methods;</li> <li>• Reasonable and realistic timelines for specific parent notifications; and</li> <li>• Description of how the school will monitor that the information was provided.</li> </ul>	○	○	
<b>9. Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</b>			
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Process for translating information into a parent's native language;</li> <li>• Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;</li> <li>• Description of how the school will ensure that information is available to parents considering the fluctuating student populations;</li> <li>• Specific languages that information will be routinely provided; and</li> </ul>	○	○	

<ul style="list-style-type: none"> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>			
<b>10. Describe how the discretionary activities will be implemented.</b>			
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content of the session including the following:             <ul style="list-style-type: none"> <li>• Involve parents in the development of staff training,</li> <li>• Offer literacy training,</li> <li>• Pay reasonable and necessary expenses to conduct parental involvement activities,</li> <li>• Train parents to help other parents,</li> <li>• Adopt and implement model parental involvement programs, or</li> <li>• Develop roles for community organizations and/or businesses in parental involvement activities;</li> </ul> </li> <li>• Type of activity;</li> <li>• Specific correlation to student achievement; and</li> <li>• Reasonable and realistic timelines.</li> </ul>	○	○	
<b>School-Parent Compact</b>			
<p><b>Does the School-Parent Compact include all required components:</b></p> <ul style="list-style-type: none"> <li>• Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;</li> <li>• Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and</li> <li>• Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum -             <ul style="list-style-type: none"> <li>• Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;</li> <li>• Frequent reports to parents on their child's progress; and</li> <li>• Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [Section 1118(d), ESEA].</li> </ul> </li> </ul>	○	○	
<b>Review of the Previous School Year Policy/Plan</b>			
<p>Did the school include a copy of the review of the 2009-2010 policy/plan?</p>	○	○	
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> <li>• A summary of the results of the activities conducted for parents;</li> <li>• A summary of the staff training activities;</li> <li>• Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and</li> <li>• Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.</li> </ul>	○	○	

Additonal Comments or Concerns:

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## Differentiated Accountability Compliance

School-level Differentiated Accountability Compliance Status

Intervene       Correct II       Prevent II       Correct I       Prevent I       NA

## Student Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Please verify the statement above by selecting "Yes" or "No" below. (If no, describe measures being taken to comply with SAC requirement.)

**Yes, I agree with the above statement.**

### School Advisory Council (SAC) Usage of Funds

***There are no SAC funds allocated by the State of Florida at this time.***

### School Advisory Council (SAC) Activities

Describe the activities of the School Advisory Council (SAC) for the upcoming year:

The SAC is a resource to the school and the principal. The upcoming activities of the School Advisory Council this year are to support Lemon Bay's activities and endeavors in order to provide parents, citizens, teachers, and students an opportunity to actively participate in the assessment of our school's needs, development of educational priorities, and identification and use of local resources.

### SAC Chairperson

***Jim Harrison  
2201 Placida Road  
Englewood, FL 34224  
941-474-7702***

### School Advisory Council (SAC) Roster

<b>Name</b>	
1	Arritt, Jon Michael
2	Chris Banting
3	Bob Bedford
4	Berry, Patti
5	Damioli, Rachel
6	Dillmore, Carrie
7	Dodd, Andy
8	Engemann, Linda
9	Harrison, Jim
10	Hauer, Rita
11	Hemp, Charlie
12	Jeffers, Dan
13	Johnston, Beth
14	Joseph, Beth
15	Katsarelas, Kevin
16	Lutz, Sally
17	Paul, Jerry
18	Peretz, Juli
19	Sweeterman, Karol
20	Vorlicek, Ana
21	Rubino, Kimberly
22	Burkard, Kimberly
23	Dukarski, Becca
24	Guzik, Jennifer
25	Subero, Eduardo

**SAC Assurances**

<b>Racial/Ethnic Group:</b>	<b>Percentage of School Population</b>	<b>Percentage of SAC Membership</b>
White	<b>93%</b>	<b>94%</b>
Black	<b>1%</b>	<b>4%</b>

Hispanic	<b>3%</b>	<b>4%</b>
Other		<b>0%</b>
<b>Socio-economic Status:</b>		
Free/Reduced Meals	<b>0%</b>	<b>0%</b>
Paid Meals	<b>100%</b>	<b>100%</b>
<b>Membership Category:</b>		
Parents not employed by the District		<b>82%</b>

**Please respond to the following compliance assurances.**

- | <b>Yes</b>                       | <b>No</b>             |  |
|----------------------------------|-----------------------|--|
| <input checked="" type="radio"/> | <input type="radio"/> | SAC Membership reflects this school's racial/ethnic composition.<br><i>(student membership and SAC membership is within 10% of each other for each racial ethnic group)</i>  |
| <input checked="" type="radio"/> | <input type="radio"/> | SAC Membership reflects this school's socio-economic composition.<br><i>(student membership and SAC membership is within 10% of each other for socio-economic position)</i>  |
| <input checked="" type="radio"/> | <input type="radio"/> | Parents not employed by this District represent a majority of the total membership of this SAC ( <b>at least 51%</b> ).  |
| <input checked="" type="radio"/> | <input type="radio"/> | All SAC members were selected/elected in accordance with Florida Statute, District School Board Policy, and Government in the Sunshine Law.  |
| <input checked="" type="radio"/> | <input type="radio"/> | All SAC Membership is in compliance with representation.   |
| <input checked="" type="radio"/> | <input type="radio"/> | If there is more than a 10% deviation in the composition area of <u>Racial/Ethnic Group</u> and/or <u>Socio Economic Status</u> , I have included a letter indicating the steps taken to rectify the inequity and the outcome. |

## Professional Development

### Aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
-----------------------------------	---------------------	----------------------------------	---	--	-----------------------------------	---

				<b>meetings)</b>		
School wide literacy	9-10/ Reading and Social Studies	APC	Reading and Social Studies teachers	Throughout School year, beginning August 3, 2010	Teacher/student reports, student progress	Bob Bedford, Sally Lutz
FOCUS training	9-12	APC, Trained teachers	Teachers, support staff	Weekly	Duty time, participation, usage	Bob Bedford
Frameworks (Differentiated Instruction), RtI	9-12	APC	Teachers, administrators	August 3, 2010	duty time, release time	Bob Bedford
Book Studies/6 Most Important DECISIONS You'll Ever Make by Sean Covey	9	Mike Louden	Ninth grade teachers, volunteers	Begin August 3, 2010 (preschool week) continue as book talks until completion of book	Continuing Book talks	Mike Louden
CASE studies (Collaborate and Share Everything) presentations. At each presentation, a team of teachers presents on a strategy they use in their classes to their peers. Our Reading and English departments, along with a growing number of other disciplines, choose reading strategies. We will also implement a review of Marzano strategies	9-12	APC	Teachers, support staff	Throughout School year, beginning August 3, 2010	Registration in AVATAR, follow up evaluations.	Bob Bedford
STEM (Training in STEM for Math and Science teachers)	9-12	APC	Science and Math Teachers	Throughout the school year, beginning August 3, 2010	Registration in AVATAR, follow up evaluations.	Bob Bedford

# Appendix A

## School Grades

Charlotte County Public Schools

# School Grades

August 2010

SCHOOL	AYP % of Criteria Met <b>2010</b>	READ PERF 08/09/10	MATH PERF 08/09/10	WRITE PERF 08/09/10	SCIENCE PERF 08/09/10	READ GAIN 08/09/10	MATH GAIN 08/09/10	LOWEST 25% GAIN READING 08/09/10	LOWEST 25% GAIN MATH 08/09/10	GRADE POINTS 08/09/10	% TESTED 2010	SCHOOL GRADE		
	1	2	3	4	5	6	7	8	9	10	11	2010	2009	2008
Deep Creek	95%	84/90/84	85/85/83	91/93/79	54/64/52	66/74/63	68/65/58	60/65/47	79/66/62	587/602/528	100	<b>B</b>	A	A
East	87%	71/77/78	71/78/86	76/85/81	41/47/48	55/64/55	63/57/60	55/54/44	75/56/59	507/518/511	100	<b>B</b>	B	B
Kingsway	87%	84/88/87	84/81/86	91/91/88	59/49/68	69/75/71	66/69/61	61/78/61	66/74/40	580/605/562	100	<b>B</b>	A	A
Liberty	92%	85/84/85	80/82/87	80/80/81	57/63/68	74/73/71	69/71/69	78/65/55	77/67/76	600/585/592	100	<b>A</b>	A	A
Meadow Park	90%	86/86/83	82/79/78	85/86/77	55/54/63	77/74/75	66/64/52	73/72/67	75/67/43	599/582/538	100	<b>B</b>	A	A
Myakka River	92%	81/84/79	78/79/81	95/89/84	61/52/41	64/66/58	67/62/60	72/63/51	76/58/71	594/553/525	99	<b>A</b>	A	A
Neil Armstrong	92%	79/84/86	81/88/88	86/93/86	45/63/68	80/70/71	75/75/57	90/69/66	80/81/58	616/623/580	99	<b>A</b>	A	A
Peace River	79%	78/76/72	75/73/71	77/79/68	36/40/44	65/65/60	66/60/62	66/53/61	66/68/76	529/514/514	99	<b>B</b>	B	A
Sallie Jones	100%	88/89/86	86/85/86	93/90/86	61/53/68	74/72/66	80/71/67	58/76/55	82/70/52	622/606/566	100	<b>A</b>	A	A
Vineland	92%	84/88/80	85/85/77	88/89/77	65/64/71	73/72/65	77/65/62	65/74/60	70/62/60	607/599/552	100	<b>A</b>	A	A
L.A. Ainger	90%	81/81/80	78/81/79	94/93/93	68/69/65	69/70/66	78/80/77	66/71/62	71/70/66	605/615/588	100	<b>A</b>	A	A
Murdock	85%	74/75/77	69/71/71	99/100/96	48/48/58	67/67/65	74/72/71	67/72/62	72/73/70	570/578/570	100	<b>A</b>	A	A
Port Charlotte Middle	85%	73/71/67	76/72/75	99/96/93	56/50/54	67/64/60	76/71/77	65/73/59	72/62/76	584/559/561	100	<b>A</b>	A	A
Punta Gorda Middle	82%	73/72/71	72/73/74	91/93/95	56/47/51	63/66/60	72/72/73	61/79/63	67/67/61	555/569/548	100	<b>A</b>	A	A
Charlotte High	87%	57/54/56	84/82/84	90/84/88	48/40/40	58/52/60	79/74/79	47/35/50	67/56/69	540/487/*536	98	<b>P</b>	D	B
Lemon Bay	90%	56/53/58	88/88/87	88/88/84	50/52/45	57/50/54	79/78/76	40/42/45	65/63/68	533/524/*527	99	<b>P</b>	B	B
Port Charlotte High	74%	58/55/53	84/85/81	93/92/92	48/45/41	57/54/56	82/79/77	44/49/48	73/68/65	549/537/513	99	<b>P</b>	A	A

- ✓ Column 1 represents AYP percent.
- ✓ Columns 2, 3, and 5 represent the percent of students in all tested grades who scored in levels three and above in 2008/2009/2010
- ✓ Column 4 is the average of the percent of students scoring 3.5 on writing for one particular grade in 2008/2009/2010
- ✓ Columns 6 and 7 represent the percent of students making learning gains in reading and math in 2008/2009/2010
- ✓ Columns 8 and 9 represent the percent of students in the lowest twenty-five percent in reading/math in all grade levels in your school who made learning gains in 2008/2009/2010
- ✓ Column 10 represents total grade points earned for school grade 2008/2009/2010.
- ✓ Charlotte High School, Lemon Bay High School and Port Charlotte High earned 10 Bonus points for 11<sup>th</sup> and 12<sup>th</sup> Grade FCAT Retakes. \* = Bonus Points
- ✓ **P** = HS will receive a grade based 50% on FCAT & 50% on new measures. Grade will be available in November 2010.

# Appendix B

## Annual Yearly Progress (AYP)

**Charlotte County Public Schools  
Adequate Yearly Progress – AYP**

2010			<b>Lemon Bay High</b>	
Did the School Make Adequate Yearly Progress?	<b>NO</b>		Percent of Criteria Met:	90%
Total Writing Proficiency Met:	<b>YES</b>		2010 School Grade:	
Total Graduation Criterion Met:	<b>YES</b>		2009 School Grade:	B
	95% Tested Reading	Reading Proficiency Met	95% Tested Math	Math Proficiency Met
Total	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>
White	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>
African American	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
Asian	NA	NA	NA	NA
American Indian	NA	NA	NA	NA
Economically Disadvantaged	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Limited English Proficiency	NA	NA	NA	NA
Students with Disabilities	<b>YES</b>	<b>NO</b>	<b>YES</b>	NA

Group	Reading Tested 95% of the students?		72% scoring at or above grade level in Reading?		Math Tested 95% of the students?		74% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate by 2%?	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2008	2009
Total	<b>98</b>	<b>99</b>	<b>49</b>	<b>52</b>	<b>98</b>	<b>99</b>	<b>82</b>	<b>81</b>	<b>94</b>	<b>94</b>	<b>85</b>	<b>91</b>
White	<b>99</b>	<b>99</b>	<b>50</b>	<b>53</b>	<b>98</b>	<b>98</b>	<b>83</b>	<b>81</b>		<b>94</b>	<b>87</b>	<b>91</b>
African American												
Hispanic												
Asian												
American Indian												
Economically Disadvantaged	<b>98</b>	<b>100</b>	<b>38</b>	<b>41</b>	<b>97</b>	<b>99</b>	<b>73</b>	<b>73</b>	<b>89</b>	<b>92</b>	<b>73</b>	<b>84</b>
Limited English Proficiency												
Students with Disabilities	<b>98</b>	<b>99</b>		<b>18</b>	<b>98</b>	<b>98</b>			<b>86</b>	<b>70</b>	<b>77</b>	<b>80</b>

Note: 2009 Reading = 65%, Math 68%  
 2010 Reading = 72%, Math – 74%  
 Projected targets 2011: Reading = 79%, Math – 80%

# Appendix C

## FCAT Scores

FCAT Spring Reading/Math/Science/Writing+  
Sequential Data

**FCAT Reading 2008**

**FCAT Reading 2009**

**FCAT Reading 2010**

<b>LBH</b>	Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
		1	2	3	4	5		
<b>Grade 9</b>	391	16	29	31	15	9	45	-3
<b>Grade 10</b>	353	24	31	21	8	15	55	-2

Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
	1	2	3	4	5		
322	13	30	30	15	11	43	-2
381	28	31	23	8	10	59	+4

Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
	1	2	3	4	5		
334	10	34	35	14	8	44	+1
324	22	32	21	10	15	54	-5

**FCAT Math 2008**

**FCAT Math 2009**

**FCAT Math 2010**

<b>LBH</b>	Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
		1	2	3	4	5		
<b>Grade 9</b>	393	8	13	34	32	13	21	-2
<b>Grade 10</b>	348	7	13	30	43	8	20	-6

Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
	1	2	3	4	5		
327	6	9	33	31	21	15	-6
379	8	15	27	42	8	23	+3

Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
	1	2	3	4	5		
334	7	19	33	34	8	26	+11
322	5	8	25	46	16	13	-10

**FCAT Science 2008**

**FCAT Science 2009**

**FCAT Science 2010**

<b>LBH</b>	Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
		1	2	3	4	5		
<b>Grade 11</b>	381	24	31	39	6	0	55	-5

Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
	1	2	3	4	5		
308	26	30	36	7	1	56	+1

Total Students	% in each Achievement Level					% I+ 2	Plus/Minus-
	1	2	3	4	5		
342	26	33	36	4	1	59	+3

<b>LBH</b>	Writing 2008		
	Persuasive	Combined	
<b>Grade 10</b>	4.0	4.0	

Writing 2009		
	Persuasive	Combined
	4.1	4.0

Writing 2010		
	Persuasive	Level 3+
	0.0	93%

# Appendix D

## District Report Card

## Charlotte County Public Schools Annual District Report Card 2009-2010

**SCHOOL GRADES (State of Florida Accountability System):** During the past academic year, Charlotte County Public Schools' students demonstrated their learning in the areas of Reading, Math, Writing and Science on the Florida Comprehensive Achievement Test (FCAT). Despite significant concerns about the validity of certain FCAT scores related to elementary school learning gains, we are very pleased with the results of the FCAT assessment; all schools earned grades of A or B.

Florida elementary and middle schools are graded by the Florida Department of Education according to the FCAT results. For the first time, the high school grades will now be computed on FCAT and several other factors [graduation rate (overall and at-risk populations), participation and performance in rigorous advanced courses, college readiness (Reading and Math)]. The scores reported here for the high schools are tentative; the final school grades for our high schools will be released by the State of Florida in November. According to current data, in 2009-10, our graded schools earned 12 As (67%) and 6 Bs (33%); 3 special programs are ungraded (U). **These scores earned our school district the designation of an "A" district as well as being an Academically High Performing District.**

**ANNUAL YEARLY PROGRESS [AYP] (Federal Accountability System):** Under the Federal No Child Left Behind (NCLB) law, our schools are also judged according to how specific ethnic, economic, and academic subgroups of students at each school perform on the FCAT tests. The subgroups are: White; Black; Hispanic; Asian; American Indian; Economically Disadvantaged; English Language Learners; and, Students with Disabilities.

If each subgroup of students, and the school as a whole, meets the required proficiency levels for all the tests, then the school is categorized as reaching 100% of its goals, and is said to have made Annual Yearly Progress (AYP). During 2009-10, eleven schools (52%) reached 90 - 100% of their goals, five schools (24%) reached 80-89% of their goals, and five schools (24%) reached 74-79% of their goals.

Also under NCLB, we must report to you about the performance of our Title I schools. Title I is a Federal program which provides funds to improve the academic achievement of disadvantaged students. If Title I schools do not make AYP for two or more consecutive years, the school is categorized as a "school in need of improvement" until the school makes AYP for two consecutive years. During SY2009-10, all Charlotte County elementary schools were Title I schools. Because all Charlotte County Public Schools did not make AYP for 2009-10, CCPS is considered a "district in need of improvement".

**DIFFERENTIATED ACCOUNTABILITY [DA] (Combination of Florida and Federal Accountability Systems):** In 2008 Florida created a federally approved accountability plan that combined the School Grades with NCLB, called Differentiated Accountability. The intent was to recognize schools' overall academic performance (School Grades) while also recognizing if some/all of their NCLB subgroups did/did not reach the expected academic proficiency (AYP). Under DA, schools are categorized according to the two systems. There are specific strategies designated for the district and/or state to assist the schools that still have some goals to reach with some of their subgroups. Schools that are persistently low performing have more stringent strategies required. Charlotte County has **never had any** persistently low performing schools.

School	2010 School Grade	2010 AYP%	2009 School Grade	2009 AYP %	2008 School Grade	2008 AYP%
<b>Title I Schools:</b>						
East Elementary	B	87	B	100	B	100
Neil Armstrong Elem.	A	▣ 92	A	100	A	*100

Peace River Elementary	B	▣*79	B	▣*95	A	*92
Sallie Jones Elementary	A	100	A	95	A	100
Deep Creek Elementary	B	95	A	100	A	100
Kingsway Elementary	B	▣ 87	A	97	A	100
Liberty Elementary	A	▣92	A	▣95	A	97
Meadow Park Elementary	B	▣90	A	▣100	A	97
Myakka River Elementary	A	92	A	100	A	100
Vineland Elementary	A	▣ 92	A	95	A	100
<b>Non- Title I Schools</b>						
LA Ainger Middle	A	▣ 90	A	▣ 95	A	95
Murdock Middle	A	▣ 85	A	▣ 90	A	100
Port Charlotte Middle	A	▣ 85	A	▣ 90	A	92
Punta Gorda Middle	A	▣ 79	A	▣ 87	A	92
Charlotte High	**A	▣ 87	D	▣ 82	B	85
Lemon Bay High	**A	▣ 90	B	▣ 92	B	85
Port Charlotte High	**B	▣ 74	A	▣ 82	A	90
Edison Collegiate High	**A	100	n/a	n/a	n/a	n/a
Charlotte Harbor Center	***U	▣ 79	U	▣ 74	n/a	n/a
Charlotte Technical Ctr.	***U	▣ 79	U	▣ 77	n/a	n/a
Charlotte Virtual School	***U	97	n/a	n/a	n/a	n/a

\* Identified as a Title I School In Need of Improvement

\*\* Tentative school grade based on FCAT results only; final school grade to be released in Nov. 2010.

\*\*\* Ungraded special program

▣ Differentiated Accountability school

For specific information about our District or individual schools, go to [www.yourcharlotteschools.net](http://www.yourcharlotteschools.net)

Para ver la traducción en español, vaya al website [www.yourcharlotteschools.net](http://www.yourcharlotteschools.net)