

# 2012-2013 School Improvement Plan

**School Name:** Lemon Bay High School

**Principal:** Dan Jeffers

**SAC Chair:** Kevin Katsarelas

**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 exemplifies 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](#)
  - [Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)
  - [EOC Trend Data](#)
  - [Sliderocket](#)
  - [School Accountability Report](#)
  - Progress Monitoring Data
    - [Beginning of the 11-12 School Year](#)
    - [End of the 11-12 School Year](#)
  - [FAA Comparison Data](#)
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## Ancillary Program Information

### Coordination and Integration - Title I Schools Only

<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>	

## Literacy Leadership Team (LLT)

### School-based Literacy Leadership Team

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

Bob Bedford - Chair Steve Dick Kathy Dowd Susan Chabot Michael Henry Dorothy Moore Bonnie Powell Denise Young Doug Dunakey - Reading Coach

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 for utilized by teachers in the classroom.

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

Continuing with last years plan to invite all subjects to participate in the LLT, we have now included on the team representatives for each department in the school. The main focus will be on infusing common core standards into all classes within the high school setting.

**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. 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. The members of the LLT team will be charged with meeting with their respective departments and communicating the importance of incorporating reading strategies to improve all of their students' literacy within their classes. Also, they will provide current information, resources and support for their department members.

**Multi-Tiered System of Support (MTSS)**

<b>School:</b>	Lemon Bay High School
<b>Report Prepared By:</b>	Dan Jeffers
<b>Activities</b>	
Who participated in the Teacher Support Team (TST)(include names and roles)?	Assistant Principal -- Bob Bedford Dean -- Jon Arritt Dean -- Marie Jacintho Guidance -- Dawn Bedford Guidance -- Teresa Dailey Guidance -- Matt Potter School Social Worker -- Sharon Dunbar Liason -- Beth Weber Liason -- Mishel Brown
How many time did the TST meet (please include documentation)?	Met thirteen (13) times. 8/30/12 Attendance, Grades, No Shows 9/6/12 Attendance 9/8/12 Attendance 9/22/12 Attendance, Review drop out early warning signs 9/27/12 Attendance 10/7/12 Attendance 11/9/12 Attendance. Graduation Dues, Student/Parent Conferences 11/11/12 Attendance, Graduation Dues, Holiday Assistance 11/18/12 Attendance, Academy Interviews, RTI District Committee 1/5/13 Attendance, Grades, FOCUS 1/6/13 Attendance, Grades 1/18/13 Attendance, Grades, Academy Interviews 2/8/13 Attendance 4/18/13 Attendance 5/9/13 Review next years structure.
In which professional development activities did the TST participate (include TST PLC activities)?	District provided RtIB meetings at the County Office- behavior

How many cases did the TST process and monitor?	Monitored between 40 – 65 students on a regular basis. Processed in excess of 250 students throughout the year.
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. At least 50% of these students also participated in TST parent/student conferences.
What questions/gaps/needs still persist?	none
<b>Logistics</b>	
Who will participate in the TST (include names and roles)?	Assistant Principal -- Bob Bedford Assistant Principal -- Robert Murphy Dean -- Jon Arritt Guidance -- Dawn Bedford Guidance -- Teresa Dailey Guidance -- Matt Potter School Social Worker -- Sharon Dunbar Liason -- Beth Weber Liason -- Kathy Surprenant
When will the TST meet (approx. dates)?	Every other Tuesday from 8 - 10:30 . Meetings began 8/28/2012 and another was held 9/11/2012.
Who is primarily responsible for leading the TST?	School Social Worker, Sharon Dunbar, organizes and documents APC, Bob Bedford, facilitates
<b>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>MTSS 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>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 our AP's. Bob Bedford will be in charge of RtIA, Mike Loudon and Robert Murphy 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:

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#### Weaknesses:

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## **Instructional Calendar Development**

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

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

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

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

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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?

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## **DO**

### **Direct the Instructional Focus**

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

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How are instructional focus lessons developed and delivered?

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How will instructional focus lessons be revised and monitored?

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## **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:

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

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## **Maintenance**

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

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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:

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## **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:

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## **ACT**

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

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

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

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

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

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

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## **Enrichment**

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

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Describe how students are identified for enrichment strategies:

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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 Readiness - 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 group and individual meeting with our Guidance Team, reviewing transcripts to decide what courses will best meet their particular needs. At the beginning of their senior year, they meet with our Career Counselor to begin the process of completing college/career applications.

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, PERT and ASVAB testing to preassess where students are from a post-secondary aspect. We then target them into classes and/or internships that will better prepare them for the post-secondary level. We have initiated PERT testing all our level 2 and 3 reading students in the junior class, in the areas of both reading and math, to determine college/career readiness. Students deemed not college/career ready will be placed in a college/career math and/or reading course. 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 senior classes and individually by senior year.

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## 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.

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### 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?



# Expected Improvements

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- What was the percent increase or decrease of students making learning gains?
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- What was the percent increase or decrease in the lowest 25% of students making learning gains?
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## Annual Measurable Objectives - Reading

\*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:</b> <u>Current level of Performance:</u> *9th - 63% 10th-57% <u>Expected level of performance (next school year):</u> *9th 65% 10th-59%				
1	Retaining and hiring of certified and/or highly qualified reading teachers.	Provide free opportunities to earn endorsement. Encourage pursuing certification.	APC	Student FCAT reading scores on Spring 2013 FCAT.	Spring 2013 results on FCAT reading
2	Classroom follow through in implementation of reading strategies in core classes	Provide inservice, for collaboration of core teachers with reading teachers.	APC	Student FCAT reading scores on Spring 2013 FCAT	Spring 2013 results on FCAT reading
<b>2. Students achieving Learning Gains in reading</b>	<b>Reading Goal #2:</b> <u>Current level of Performance:</u> * <u>Expected level of performance (next school year):</u> *				
1	Retaining and hiring of certified and/or highly qualified reading teachers.	Provide free opportunities to earn endorsement. Encourage pursuing certification.	APC	Inservice attendance, teacher reports, classroom walkthroughs.	Spring 2013 FCAT results
2	Classroom follow through in implementation of reading strategies in core classes	Provide inservice for collaboration of core teachers with reading teachers.	APC	Inservice attendance, teacher reports, classroom walkthroughs.	Spring 2013 FCAT results.
<b>3. Students achieving within Lowest 25% in reading</b>	<b>Reading Goal #3:</b> <u>Current level of Performance:</u> * <u>Expected level of performance (next school year):</u> *				
1	Scheduling of lowest 25% into block English/Reading classes	Continue to look for creative ways to meet demand.	APC	Master Schedule	Spring 2013 FCAT results

<b>4. MTSS/problem solving process to reduce achievement gap among sub-groups</b>		<b>Reading Goal #4:</b> <u>Current level of Performance:*</u> <u>Expected level of performance (next school year):*</u>			
		<b>Subgroup:</b> White			
1	Retaining and hiring of certified and/or highly qualified reading teachers.	Provide free opportunities to earn endorsement. Encourage pursuing certification.	APC	Spring FCAT reading scores on Spring 2012 FCAT	scores on Spring 2013 FCAT
<b>4a. MTSS/problem solving process to reduce achievement gap among sub-groups</b>		<b>Reading Goal #4a:</b> <u>Current level of Performance:*</u> <u>Expected level of performance (next school year):*</u>			
		<b>Subgroup:</b> Students with Disabilities			
1	Retaining and hiring of certified and/or highly qualified reading teachers.	Provide free opportunities to earn endorsement. Encourage pursuing certifications.	APC	Student FCAT reading scores on Spring 2012 FCAT.	Spring 2013 results on FCAT reading
2	Classroom follow through in implementation of reading strategies in core classes	Provide inservice for collaboration of core teachers with reading teachers.	APC	Student FCAT reading scores on Spring 2012 FCAT.	Spring 2013 results on FCAT reading
<b>4b. MTSS/problem solving process to reduce achievement gap among sub-groups</b>		<b>Reading Goal #4b:</b> <u>Current level of Performance:*</u> <u>Expected level of performance (next school year):*</u>			
		<b>Subgroup:</b> Economically Disadvantaged			
1	Retaining and hiring of certified and/or highly qualified reading teachers.	Provide free opportunities to earn endorsement. Encouragement pursuing certification.	APC	Student FCAT reading scores on Spring 2012 FCAT.	Student FCAT reading scores on Spring 2013 FCAT.
2	Classroom follow through in implementation of reading strategies in core classes	Provide inservice for collaboration of core teachers with reading teachers.	APC	Student FCAT reading scores on Spring 2012 FCAT	Spring 2013 results on FCAT reading

**4c. MTSS/problem solving process to reduce achievement gap among sub-groups**

**Reading Goal #4c:** Current level of Performance:\*  
Expected level of performance (next school year):\*

**Subgroup:**

**4d. MTSS/problem solving process to reduce achievement gap among sub-groups**

**Reading Goal #4d:** Current level of Performance:\*  
Expected level of performance (next school year):\*

**Subgroup:**

## Annual Measurable Objectives - Math

\*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/EOC 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:</b> <u>Current level of Performance:*62% (145)</u> <u>Expected level of performance (next school year):*70% (164)</u>				
1	Classroom follow through and implementation of Algebra strategies in the classroom.	Provide PD for collaboration.	AP	EOC test scores	EOC test
1					
<b>2. Students achieving Learning Gains in math</b>	<b>Math Goal #2:</b> <u>Current level of Performance:*not applicable</u> <u>Expected level of performance (next school year):*will determine when state releases data</u>				
1	Classroom follow through and implementation of Algebra strategies in the classroom.	Provide PD for collaboration.	AP	EOC test scores	EOC test
<b>3. Students achieving within Lowest 25% in math</b>	<b>Math Goal #3:</b> <u>Current level of Performance:*not applicable</u> <u>Expected level of performance (next school year):*will determine when state releases data</u>				
1	Classroom follow through and implementation of Algebra strategies in the classroom.	Provide PD for collaboration.	AP	EOC test scores	EOC test
2	Scheduling multiple math classes for students who typically also have multiple reading classes.	Creative scheduling	AP	EOC test	EOC test



<b>4. MTSS/problem solving process to reduce achievement gap among sub-groups</b>	<b>Math Goal #4:</b> <u>Current level of Performance:</u> *no data provided <u>Expected level of performance (next school year):</u> *will determine when data released <b>Subgroup:</b> Students with Disabilities				
1	Meeting individual student's IEP needs	Reviewing IEPs and scheduling accordingly.	AP, ESE representative	IEP and EOC scores	EOC scores
<b>4a. MTSS/problem solving process to reduce achievement gap among sub-groups</b>	<b>Math Goal #4a:</b> <u>Current level of Performance:</u> *no data provided <u>Expected level of performance (next school year):</u> *will determine when data released <b>Subgroup:</b> Economically Disadvantaged				
1	Scheduling multiple math classes for students who typically also have multiple reading classes.	Creative scheduling	AP	EOC test scores	EOC test
<b>4b. MTSS/problem solving process to reduce achievement gap among sub-groups</b>			<b>Math Goal #4b:</b> <u>Current level of Performance:</u> * <u>Expected level of performance (next school year):</u> * <b>Subgroup:</b>		
<b>4c. MTSS/problem solving process to reduce achievement gap among sub-groups</b>			<b>Math Goal #4c:</b> <u>Current level of Performance:</u> * <u>Expected level of performance (next school year):</u> * <b>Subgroup:</b>		
<b>4d. MTSS/problem solving process to reduce achievement gap among sub-groups</b>			<b>Math Goal #4d:</b> <u>Current level of Performance:</u> * <u>Expected level of performance (next school year):</u> * <b>Subgroup:</b>		

## Annual Measurable Objectives - Science

\*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/EOC 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: <u>Current level of Performance:</u>*9th level 1 - 3% <u>Expected level of performance (next school year):*</u></b>				
1	Student awareness that EOC Biology exam counts towards credit for course.	Introduction and education of students biology skills as described by the Next Generation Sunshine State Standards NGSSS	APC, Science department (Biology teachers)	EOC Biology exam	Student results on EOC Biology exam

## Annual Measurable Objectives - Social Studies

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

<b>SOCIAL STUDIES</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 social studies</b>	<b>Social Studies Goal #1: <u>Current level of Performance:</u>*</b> <b><u>Expected level of performance (next school year):</u>*</b>				
1	Students and families understanding the EOC exam's value for passing Social Studies classes	Educate students and parents	AP	Posting on County and LBH websites. Providing various parent meetings that address EOCs. Classroom presentations and syllabi	Student performance on EOC

## Annual Measurable Objectives - Writing

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

WRITING	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 writing</b>	<b>Writing Goal #1:</b> <u>Current level of Performance:*</u> <u>Expected level of performance (next school year):*</u>				
1	Teacher time for collaboration and/or scoring of student writing samples	Provide coverage for teachers to be able to collaborate and score student writing samples	APC, English Program Planner	Coverage, teacher report	Spring 2013 FCAT Writing results
<b>2. MTSS/problem solving process to reduce achievement gap among sub-groups</b>	<b>Writing Goal #2:</b> <u>Current level of Performance:*</u> <u>Expected level of performance (next school year):*</u> <b>Subgroup:</b> Students with Disabilities				
1	Writing strategies being implemented in core classes.	Provide inservice. Collaboration between English teachers and other core class teachers	APC, Department heads	Student scores on Spring 2013 Writing FCAT	Spring 2013 Writing FCAT scores
<b>2a. MTSS/problem solving process to reduce achievement gap among sub-groups</b>	<b>Writing Goal #2Aa:</b> <u>Current level of Performance:*</u> <u>Expected level of performance (next school year):*</u> <b>Subgroup:</b> Economically Disadvantaged				
1	Writing strategies being implemented in core classes.	Provide inservice. Collaboration between English teachers and other core class teachers	APC, Department heads	Student scores on Spring 2013 Writing FCAT	Spring 2013 Writing FCAT scores



## Annual Measurable Objectives - Technology

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: <u>Current level of Performance:</u>*</b> <b><u>Expected level of performance (next school year):</u>*</b>				

*\*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: <u>Current level of Performance:</u>*</b> <b><u>Expected level of performance (next school year):</u>*</b>				

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				
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

**3. Teachers achieving proficiency in technology**

**Technology Goal #3:** Current level of Performance:\*  
Expected level of performance (next school year):\*

## Annual Measurable Objectives - Attendance

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:</b> <u>Current level of attendance:*</u> <u>Expected level of attendance (next school year):*</u>				
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



## Annual Measurable Objectives - Suspension

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)).*

<b>SUSPENSION</b>	<b>Problem Solving Process to Reduce the Suspension Rate</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. Suspension Goal</b>	<b>Suspension Goal #1: <u>Current level of suspension:*</u> <u>Expected level of suspension (next school year):*</u></b>				
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, Security 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

## Annual Measurable Objectives - Drop Out Prevention

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: <u>Current drop out rate:</u>* <u>Expected drop out rate (next school year):*</u></b>				
1	Issues at home	Meet with student and family to try to come up with alternatives to dropping out.	Meet with student and family to try to come up with alternatives to dropping out.	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

## Annual Measurable Objectives - Florida Alternative Assessment (FAA)

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

FAA	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:</b> <u>Current level of Performance:*100</u> <u>Expected level of performance (next school year):*100</u>				
1	completion of FAA with appropriate students	Schedule time for completing and analyzing assesment	ESE department	Teacher and liasons completing FAA for each appropriate student	Completion of FAA for all appropriate students
<b>2. Students achieving proficiency in writing</b>	<b>Writing Goal #2:</b> <u>Current level of Performance:*100</u> <u>Expected level of performance (next school year):*100</u>				
1	completion of FAA with appropriate students	Schedule time for completing and analyzing assesment	ESE department	Teacher and liasons completing FAA for each appropriate student	Completion of FAA for all appropriate students
<b>2. Students achieving proficiency in math</b>	<b>Math Goal #3:</b> <u>Current level of Performance:*</u> <u>Expected level of performance (next school year):*</u>				
1	completion of FAA with appropriate students	Schedule time for completing and analyzing assesment	ESE department	Teacher and liasons completing FAA for each appropriate student	Completion of FAA for all appropriate students
<b>2. Students achieving proficiency in science</b>	<b>Science Goal #4:</b> <u>Current level of Performance:*100</u> <u>Expected level of performance (next school year):*100</u>				
1	completion of FAA with appropriate students	Schedule time for completing and analyzing assesment	ESE department	Teacher and liasons completing FAA for each appropriate student	Completion of FAA for all appropriate students

## Annual Measurable Objectives - Comprehensive English Language Learning Assessment(CELLA)

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

CELLA	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>Current level of Performance:</u>*</b> <b><u>Expected level of performance (next school year):</u>*</b>				
1	completion of CELLA with appropriate students	Provide time for teacher to complete and analyze CELLA for each appropriate student	AP, ELL teachers	completion of CELLA with each appropriate student	completed CELLA for all appropriate students
<b>2. Students achieving proficiency in writing</b>	<b>Writing Goal #2: <u>Current level of Performance:</u>*</b> <b><u>Expected level of performance (next school year):</u>*</b>				
1	completion of CELLA with appropriate students	Provide time for teacher to complete and analyze CELLA for each appropriate student	AP, ELL teachers	completion of CELLA with each appropriate student	completed CELLA for all appropriate students
<b>2. Students achieving proficiency in speaking/listening</b>	<b>Speaking/Listening Goal #3: <u>Current level of Performance:</u>*</b> <b><u>Expected level of performance (next school year):</u>*</b>				
1	completion of CELLA with appropriate students	Provide time for teacher to complete and analyze CELLA for each appropriate student	AP, ELL teachers	completion of CELLA with each appropriate student	completed CELLA for all appropriate students

## Annual Measurable Objectives - Additional

*\*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>				
<b>1.</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 continue to focus on building relationships with students through the use of data, as well as focusing on tier one core instruction. Marzano's teaching strategies will be incorporated into our school culture. Teacher's will receive training, showing how these strategies not only help the students but will tie in to the iObservation teacher evaluation tool. The RtIB committee will utilize data from previous referral history to target areas of needed growth and refinement. The referral process continues to be a large focus of the committee this year. Emphasis will be placed on positive behavioral reinforcement, using tangible incentives. This year, Lemon Bay will continue to increase its implementation of 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. Over the summer our S.T.E.M. departments provided numerous opportunities for our students and staff. This past summer these opportunities included; a two week S.T.E.M. camp on Biodiversity and the Florida Environment, a two week S.T.E.M. camp on Health and Medicine Career Survey. 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-Inspire CX graphing calculators, Printing of Writing Program, Performance Matters, elmos, united streaming, smart boards, projectors, VCR/DVD players, TVs.
<b>Information Resources</b>	FCAT/PERT/ACT/SAT Results, FAIR results, SAM results, USA Test Prep 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), SAT/ACT/PERT 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
- 

## 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 - Required for Title 1

**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)]:

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 after school 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, Part 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 parent 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 their 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 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)]:

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
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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 meeet 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 pupil 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 (also on school website - under Guidance). 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, liaisons, 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 b 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
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Including Parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training	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) \_\_\_\_\_ (Date) \_\_\_\_\_

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

## Review of Previous Year 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 Current 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> <li>• Implementation and coordination of parental involvement program,</li> <li>• Building ties between home and school, and</li> <li>• Cultural sensitivity;</li> </ul> </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>	○	○	
<p><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></p>			
<p><b>Strong Responses Include:</b></p> <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>	○	○	
<p><b>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</b></p> <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> <p><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></p>			
<p><b>Strong Responses Include:</b></p> <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>	○	○	
<p><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></p>			

<p><b>Strong Responses Include:</b></p> <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> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>	○	○	
<p><b>10. Describe how the discretionary activities will be implemented.</b></p>			
<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>	○	○	
<p style="text-align: center;"><b>School-Parent Compact</b></p>			
<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>	○	○	
<p style="text-align: center;"><b>Review of the Previous School Year Policy/Plan</b></p>			
<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>	○	○	
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Additional Comments or Concerns:

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## 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:

<p>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.</p>
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### SAC Chairperson

**Kevin Katsarelas**  
**5262 Kempson Lane**  
**Port Charlotte, FL 33981**  
**(941) 697-2334**

**School Advisory Council (SAC) Roster**

	<b>Name</b>	<b>Email</b>	<b>Ethnic/Racial Group</b>	<b>Socio-Economical Status</b>	<b>Membership Category</b>
1	Kevin Katsarelas - Chair	kkatsarelas@yahoo.com	White	Paid Meals	Parent
2	Rachel Damioli - Co-Chair	rdamioli@yahoo.com	White	Paid Meals	Parent
3	Michelle Browder - Secretary	Michelle_Browder@sarasota.k12.fl.us	White	Paid Meals	Parent
4	Dan Jeffers	Dan_Jeffers@ccps.k12.fl.us	White	Paid Meals	Administrator
5	Bob Bedford - staff/parent	Bob_Bedford@ccps.k12.fl.us	White	Paid Meals	Administrator
6	Glennis Porter	glennisp@live.com	White	Paid Meals	Parent
7	Jennifer Guzik	djguzik@yahoo.com	White	Paid Meals	Parent
8	Karol Sweeterman - parent	Karol_Sweeterman@ccps.k12.fl.us	White	Paid Meals	Teacher
9	Patti Berry	Patti_Berry@ccps.k12.fl.us	White	Paid Meals	Support Personnel
10	Michael Louden - staff	Michael_Louden@ccps.k12.fl.us	White	Paid Meals	Administrator
11	Beth Joseph	joseph.beth@yahoo.com	White	Paid Meals	Parent
12	Beth Johnston	bjohnston@ewol.com	White	Paid Meals	Parent
13	Ana Vorliceck	Anavorliceck@yahoo.com	Black	Paid Meals	Parent
14	Althea Connor	connor1@embarqmail.com	Black	Paid Meals	Parent
15	Jon Arritt - parent	Jon_Arritt@ccps.k12.fl.us	White	Paid Meals	Teacher
16	Brooke Bedford		White	Paid Meals	Student

**SAC Assurances**

<b>Racial/Ethnic Group:</b>	<b>Percentage of School Population</b>	<b>Percentage of SAC Membership</b>
White		
Black		
Hispanic		
Other		
<b>Socio-economic Status:</b>		
Free/Reduced Meals		
Paid Meals		
<b>Membership Category:</b>		

Parents not employed by the District	
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**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 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 meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide literacy	All classes at LBHS	APC	school-wide	Throughout school year, beginning August 1, 2012	Teacher/student reports, student progress	Bob Bedford
FOCUS training	All classes at LBHS	APC, Trained teachers	Teachers, support staff	Throughout school year, beginning August 1, 2012	Duty time, participation, usage	Bob Bedford
Frameworks (Differentiated Instruction), RtI	All classes at LBHS	APC	Teachers, administrators	Throughout school year, beginning August 1, 2012	duty time, release time	Bob Bedford

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	All classes at LBHS	APC	Teachers, support staff	Throughout school year, beginning August 1, 2012	Registration in AVATAR, follow up evaluations.	Bob Bedford
S.T.E.M inservices/collaborations	9 - 12 Math and Science	APC	Math and Science teachers	End of July 2012 and throughout school year	Teacher usage, teacher reports, follow up sessions	Bob Bedford

## High School Accreditation

### Accreditation Documents Available

No attachments are available