



Accreditation Report

Lemon Bay High School

Charlotte County Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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, 30 miles south of Sarasota, and 60 miles north of Fort Myers. 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 High has a large number of alumni on staff as well as many alumni volunteers who play an active and integral part in the school.

Englewood is a close knit and supportive community even though its population has almost doubled since it 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 current 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 by students and citizens.

Over the past three years, Lemon Bay has been transitioning into our new school as it is being built around us. Classes began in the old facilities and numerous portables as demolition and construction on campus took place in phases one through four. Last January, phases two and three converted and moved into our new gym and three-story academic building. The move to phase four, our cafeteria, band and drama buildings, was this January. Phase five is currently underway for our new administration, media and additional classrooms. This will be followed by our final phase six; the auxiliary gym and classrooms.

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.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Lemon Bay High School established its core beliefs, as developed during the 2008-2009 school year by the staff and was 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 and we provide a varied curriculum with rich and diverse teaching strategies in order to address these differences. Professional learning communities 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.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Lemon Bay High School serves a unique tri-county student population from the unincorporated community of Englewood as well as a small portion of Lee County from the island of Boca Grande. An established high school with our first graduating class in 1981, we continue to build and improve upon our traditions for student growth and success. Achievements include:

Technology upgrades includes, but not limited to, Promethean boards, laptop computers, Elmos, Kindles, TI Inspires, and Ipads.

We are one of two high schools in the nation taking part in science boost Texas instrument program.

That program includes infusing TI inspires and probeware in science classes.

Our community steadfastly supports our school, as evidenced by Senior Awards Night. Over \$1,395,000 scholarship dollars were awarded to the class of 2012. This includes military, community, and state scholarships. Local scholarships alone exceeded \$650,000.

Both student and parent volunteerism is alive at LBHS. Project Graduation, Booster Clubs, and Decision to Win Mentors are just a few examples of volunteerism within our school.

Students can register with State College of Florida (SCF) and Edison State College while attending LBHS. They can take classes on campus or on-line. Students also have the opportunity to attend the Charlotte Technical Center (CTC) either in the morning or afternoon.

Advanced Placement scores indicate an upward growth in Biology and Human Geography.

Lowest Quartile raised from 42% to 57% in 2011-12 FCAT data

Challenges come from the following:

Scheduling - Lemon Bay strives to meet the needs of all students. A rigorous and relevant curriculum offering is our goal. However, due to our size, class size amendment, reading and math requirements, and budget cuts, we have been limited to the classes we can offer on campus. Working with the local and state colleges, we can offer off campus and online dual-enrollment courses for our upper level students. We are also utilizing EdOptions (an online credit retrieval program) and Florida Virtual School (another online program to earn credits). Using creative scheduling we try to increase our elective offerings, as well as more remedial, general, honor and advanced placement courses.

Computer lab access/availability -The increase of computer-based testing has greatly impacted the use of computer labs for teachers. This is one critical need addressed by teachers. As the expansion of Lemon

Bay High School continues, improvement and updates made to the campus will make this availability possible.

Facilities - Lemon Bay High School has been under major construction and renovation to its campus. This construction is projected to be completed in four years. As this process continues, teachers, staff, students, and administrators will need to weather the growing pains accompanied with this development. Some classrooms need to be updated with technology benefits that others are receiving.

Teacher planning (7/7) - Due to budget constraints, teachers have had to endure teaching 7/7 classes for one semester. The lack of a planning period coupled with frozen salary placements has made the overall morale very low. It is hopeful that this planning period will be brought back next school year.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Lemon Bay High School has many notable achievements within the academic, athletic, and extra-curricular realm. These include:

School pride and spirit is alive at Lemon Bay High School. Our extracurricular activities remain strong as participation continues to increase within clubs and sports teams. Several Lemon Bay High School's fall athletic teams were either district champions or runners-up, including girls swimming, girls cross country, volleyball, girls golf, boys golf and football. Individuals from boys swimming, boys cross country, girls swimming, and girls cross country participated in state competition. The ROTC program advanced to the state drill competition, for the first time in 31 years. The art department won many 2D and 3D awards, as well as community awards. The drama department sent many thespians to Florida state district thespian competition, resulting in ten "Superior" performances. The marching band earned first place in division 3A at marching competition, which qualified for FMBC state semi-finals. The Marching Band, Jazz Band, and Concert Band also earned "Superior" ratings at Florida Bandmasters Association assessments. The class of 2012 had 46% attending a four year college and 40% attending a two year college after graduation.

The media center, in conjunction with the reading department, has supported a school-wide literacy program by inviting two well-known authors (Jay Asher & Lisa Luedeke) to visit and speak with students.

The faculty at Lemon Bay High School is staffed with highly qualified teachers, with many having their master's degree, ESOL certification, and/or reading endorsement. Jenee Mora, who teaches Honor Science courses, was recently honored as the Charlotte County Harvard Club's Distinguished Teacher of the Year. Hope Schmidt, our school nurse, is a former Support Employee of the Year.

Manta Team awards, nominated by teachers, are presented every month to deserving students to acknowledge a student who exemplifies characteristics they deem to be outstanding for that month. The Manta PRIDE committee recognizes students who exemplify the PRIDE acronym (be Positive, show Respect, act with Integrity, be Determined, and demand Excellence). These rewards are published in the local media.

The implementation of the Manta Athletic Leadership Academy (MALA) instills leadership skills within our student-athletes. This leadership opportunity is a multi-tiered approach that begins with the freshmen and continues throughout the student-athlete's senior year.

The guidance department hosts class-specific nights in which students and parents can gain information regarding academic choices, post-secondary planning, and scholarship opportunities. Not only does the guidance go to our feeder school to prepare incoming freshmen, we are the only area school that hosts a registration night for rising ninth graders staffed by teacher volunteers.

Manta Mentors are ambassadors to our freshman students and their families. They facilitate our Freshman Orientation before the school year starts. Each mentor is assigned to 10 freshmen whom they welcome and orientate to our school. They talk to the 9th graders about clubs, sports, bell schedule, and how to find their way around campus. Manta Mentors also help in our new student upper-classman orientation, as well as guidance parent nights and other volunteerism. They are the students called upon during the school year to walk new students around campus and familiarize them with their schedule.

Manta University is the name we use for the evening parent events and informational meetings. Each year Lemon Bay High School hosts an informational parent meeting for 9th grade parents, 10th grade parents, 11th grade parents & 12th grade parents. In addition, we do meetings for Advanced Placement Night and an evening meeting for ACT PLAN results for 10th grade parents. Manta University is based on the foundation we are "schooling" our parents in needed information- a way of communication/outreach to our community and parents.

Last but not least, the Academic Integrity Team is a group of students originally selected by administration to assist in keeping staff informed on student issues related to academic honesty. There are currently four members for each grade level. The LBHS team is currently serving as the student members of the School Advisory Committee (SAC). These students advise the superintendent about the ways that students are cheating and provide this insight to teachers as well. They also provide ways to prevent cheating from a student perspective. Our team displays positive posters on being "MANta Enough" not to cheat, along with other displays around campus.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Purpose statements - past and present •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Survey results•Communication plan and artifacts that show two-way communication to staff and stakeholders•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Lemon Bay faculty welcomes the chance for this self-reflection as we believe that no matter how good we already are, there is always room for improvement. This evaluation offers us a valuable chance for growth.

Lemon Bay High School's purpose was created by staff and compiled by our school Leadership Council during the 2008-2009 school year. We have a strong process to maintain and communicate our purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

Results from our faculty surveys report that our strengths are:

Our school has a total staff approach and process to review and revise our purpose. A description of our process is listed directly in the purpose statement. We feel that we communicate our purpose in a direct manner that allows for a clear direction and transparency for the stakeholders and our community. We will continue to offer this information through our outstanding school website.

Our school leadership and staff are mostly committed to a culture based on shared values and beliefs about teaching and learning. Our strong points include our administrators communicate well in the areas of teaching, learning and equitable education. We also feel that in most classes students are activity engaged, and are able to demonstrate a depth of understanding and a strong application of skills. We also are dedicated to providing education that is rigorous and relevant with a focus on developing relationships with all of our students. The process for providing clear direction for improving conditions that support student learning are well supported at Lemon Bay.

Evidence includes, but not limited to:

School Advisory Committee minutes

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School website (www.lemonbayhigh.com)

Mission statement

School Improvement Plan

Our school newsletter -Manta Messenger

Teacher websites with contact information and syllabi

FOCUS - online grade book with parent-teacher direct connection

Celebration of student success

iObservation teacher evaluation system

Course listing

Manta University

Call-out

Parent Information Nights

Parent Survey Results

Academic Integrity Committee

Purpose Statement

School Data Profile

To sustain our strengths, we will continue to use and improve our school website, participate in the iObservation process and utilize testing on a regular basis for recurring measurements of student performance.

Areas we have identified as needing improvement are:

Assessing learning experiences in a measurable way and holding school leadership and staff accountable for providing a high quality learning experience. Documented, systematic continuous improvement process and action planning to identify measurable objectives, and strategies.

To improve in our areas of need, the iObservation process for teachers will provide and accelerate improvement in these areas, as the emphasis is placed on improved teacher performance. Continued standardized testing on a regular basis allows for recurring measurements of student performance. Teaching seven out of seven classes has limited the time available for professional development and/or planning time for teachers to collect and analyze the results. Getting back a planning period next year will allow us to provide more opportunities for teachers. All of our school leaders are being trained in the iObservation evaluation, improvement based model and providing feedback and training to the staff at weekly, non-mandatory meetings.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Proof of legal counsel •Historical compliance data •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communications about program regulations •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Examples of decisions aligned with the school's statement of purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Communication plan •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Representative supervision and evaluation reports•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Lemon Bay operates under governance and leadership that promote and support student performance and school effectiveness. At Lemon Bay we believe that all students can learn. Our leadership has high expectations of our school family.

Results from our faculty surveys report that our strengths are:

The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. The culture is characterized by collaboration and a sense of community. The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

Evidence includes, but not limited to:

Staff Handbook
Code of Ethics
SAC Minutes
PPC Minutes
Parent/Student/Staff Surveys
Job Description of Administrators
Professional Development Trainings
iObservation
Teacher Evaluation Forms/Reports
Academic Integrity
LBHS 101/102 (Agendas)

We will maintain and continue to strengthen in these areas by ensuring that all faculty, staff, and administration know and adhere to policies, by engendering our already strong sense of community, and by understanding and following through on the newly implemented evaluation

system.

Areas we have identified as needing improvement are:

Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices and practices regarding professional growth of staff.

We will advance in these areas through training in best practices and data mining, taking advantage of professional development opportunities, and clarifying specific roles and responsibilities.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> • Learning expectations for different courses • Survey results • Course schedules • Lesson plans • Posted learning objectives • Enrollment patterns for various courses • Course descriptions • Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> • Lesson plans aligned to the curriculum • Surveys results • Common assessments • Curriculum guides • A description of the systematic review process for curriculum, instruction, and assessment • Products – scope and sequence, curriculum maps • Department Meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Agenda items addressing these strategies •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Authentic assessments •Examples of student use of technology as a learning tool 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Surveys results •Peer or mentoring opportunities and interactions •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Survey results •Agendas and minutes of collaborative learning committees •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Peer coaching guidelines and procedures 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff •Survey results •Records of meetings and walk thrus/feedback sessions 	Level 3

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3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Survey results •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation •Letters home for those upper classmen in danger of not graduating on time 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Master schedule with time for formal adult advocate structure •Curriculum and activities of formal adult advocate structure •List of students matched to adult advocate •Survey results •Description of formal adult advocate structures 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Survey results •Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting •Evaluation process for grading and reporting practices •Common use of FOCUS grading program. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> •Data used to identify unique learning needs of students •Survey results •Training and professional learning related to research on unique characteristics of learning •List of learning support services and student population served by such services 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Accreditation Report

Lemon Bay High School

Lemon Bay High School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. We strive to make the curriculum rigorous, relevant, and meaningful. Lemon Bay High School teachers and students are held to the highest academic standards.

Results from our faculty surveys report that our strengths are:

Our strong point is that Lemon Bay High School engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Evidence includes, but not limited to:

School Profile

Curriculum Guide

Student Code of Conduct

IEP Information

504 Information

Homeless Children & Youth

Post-Secondary Workshops

Teacher communications with parents

Textbook Adoptions

iObservation

Collaboration Projects

Technology-TI Inspire

Digital Story Telling/Podcasts

Net Portfolio

Curriculum Mapping

Testing Results Minutes

Rubrics

Syllabi

Classroom Rules

Manta Mentors

Decisions to Win

Dual Enrollment with Edison State College and State College of Florida

Charlotte Technical Center

Liasons (ESE, ESOL, Counselors, Resource Officer)

Master Schedule

FOCUS

To sustain our strengths, we will continue hosting school-sponsored events for parents and students, as well as keep the school website up-to-date with upcoming events and functions.

Areas we have identified as needing improvement are:

We scored the lowest in teacher collaboration to improve instruction and student learning. After further investigation we discovered that

many teachers are collaborating but have not always shared this information with other faculty members. Teaching seven out of seven classes has limited the time available for teacher collaboration. Getting back a planning period will provide opportunities for improvement in this area.

Another area of improvement lies within the school providing and coordinating learning support services to meet the unique learning needs of students. This indicator was rated low due to the fact that Lemon Bay High School does not have a high ELL student population (<10 students). This indicator also reflects the lack of utilization of differentiated instruction by learning styles, multiple intelligences, or personality type indicators in the classrooms by teachers. Lemon Bay High School can improve upon this by providing professional development opportunities within this realm.

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's value and beliefs about teaching and learning is another area of improvement within Standard 3. Charlotte County Public Schools has the NET program which matches up a new hire with a veteran teacher to assist in mentoring and coaching. However, with the current state of economy, there have not been many hires as to date. This possibly is the reason why this reflection was rated low.

Lemon Bay High School also needs to improve on developing a program where each student has at least one adult advocate in the school. Lemon Bay High School divides the school into grade levels with a guidance counselor and dean, which provides adult access throughout the school day. Lemon Bay High School also has partnered with Decisions to Win, which places at-risk students with an adult mentor. However, Lemon Bay High School needs to advocate for more community partnerships to help with this area.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations was rated low among Lemon Bay High School teachers. Although technology upgrades have been installed, there is still room for improvement. Availability of computer labs continues to be a problem due to computer-based testing. As stated above, collaboration among students/teachers and professional development opportunities will improve this area.

The last area of improvement lies with school leaders monitor and support the improvement of instructional practices of teachers to ensure student success. Lemon Bay High School's school leaders are in the process of using i-Observation as an evaluation tool to monitor instructional practices by teachers. This evaluation tool will improve professional relationships between school leaders, teachers, and staff by creating a transparent evaluation process.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Assessments of staffing needs •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budgets for the last three years 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar •Alignment of budget with school purpose and direction 	Level 3

Accreditation Report

Lemon Bay High School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Records of depreciation of equipment •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Data on media and information resources available to students and staff •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results •Assessments to inform development of technology plan 	Level 3

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Lemon Bay High School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Schedule of family services, e.g., parent classes, survival skills•Social classes and services, e.g., bullying, character education•Survey results•Student assessment system for identifying student needs•Agreements with school community agencies for student-family support•List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Description of referral process•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Student Assistance Team meetings	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Lemon Bay High School has resources and provides services that support its purpose and direction to ensure success for all students. By way of our fulltime School Social Worker, three fulltime Guidance Counselors and one fulltime Career Guidance Counselor, Lemon Bay High School implements a clearly defined process to determine the physical, social and emotional needs of each student in the school.

Results from our faculty surveys report that our strengths are:

Lemon Bay High School provides support services to meet the physical, social, and emotional needs of the student population being served, Lemon Bay High School maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff and students and school personnel use a range of media and information resources to support the schools education programs.

Evidence includes but not limited to

Parent/Teacher conferences

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Parent informational presentations
Post-secondary preparation
College placement testing
Manta PRIDE
IEP/504 assessments
Decisions to Win
Home visits by school social worker
SREF inspections
Facility Management Board
Health inspections
Library orientation to 9th graders
 Student Assistance Team meetings
County website www.yourcharlotteschools.com

To sustain our strengths school leaders and faculty will continue to maintain facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. Our school-based administration and custodial staff work together for annual upkeep driven by the county-based budget. Our school leaders ask for input from program planners and our athletic director in order to improve facilities when and where needed. School leaders oversee an annual SREF inspection wherein members of the fire department and the Charlotte County School board look for and review safety and health issues at our school site. Also, two health inspections are conducted each year by the Charlotte County Health Department. Faculty and staff are encouraged to post facility problems or needs to the Facility Management Board. This board is found in our First Class email and can be accessed by all parties. Once a need is placed on the board, it is assessed by our head custodian and he will either fix the problem or place a work order with our county office. Our day and night custodial crews communicate with each other in order to take care of facility improvements or repairs.

Teachers have access to an online calendar to see when the media center is available for use. They then contact our media specialist to schedule time for their students. Students may also access the media center before school starts and during lunch. A library orientation is conducted by our media specialist for all 9th grade students during the first two weeks of school. Through our county's website, students can access the Charlotte County Library System. Beginning in January 2013, LBHS students will have access from home to the on-line CCPS library system with over 200 electronic books available to them. Our media specialist continues to work toward a "Library in Your Pocket" where students can access books via their smartphones. Our media center also has five Kindle devices with close to 300 books loaded. Students have access to check these out from our media center.

Areas we have identified as needing improvement are:

We rated ourselves as a two in 4.1 which reads that qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. Due to educational budget cuts from the state level to the district level to the school level, sustained fiscal resources are available to fund most, but not all, necessary positions critical to achieve the purpose and direction of the school. Our school will advocate to our district office for increased funds toward the hiring of an adequate number of school personnel to meet the academic standards to which we are held. School administrators use hard data (budgets, enrollment) provided by district office leaders when staffing for the upcoming school year.

Another area of improvement lies within the technology infrastructure to support the school's teaching, learning, and operational needs. Our technology committee has made efforts to inform staff of their meeting agendas and minutes in their quest to become more transparent. There will continue to be staff input toward our school's technology plan. Within the funding available annually for our technology program

Accreditation Report

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(\$5.00 per FTE allocation,) Lemon Bay High School has implemented policies and practices school wide to improve the technology services and infrastructure at our school. The data extrapolated from staff needs assessments has provided direction for our school's technology program.

To more clearly communicate the plans implemented by the committee, its agendas and minutes are posted electronically to our school's email board for all staff to review. The committee meets twice annually to discuss the current budget, review departmental applications for funds and fill requests as it is able.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results •Documentation or description of evaluation tools/protocols 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Training materials specific to the evaluation, interpretation, and use of data •Survey results •Documentation of attendance and training related to data use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Evidence of student readiness for the next level•Evidence of student success at the next level•Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Lemon Bay establishes and maintains a clearly defined and comprehensive student assessment system. We are mandated to administer state and county testing. Along with these, we utilize commercial programs, course materials, teacher developed and alternative assessments to meet the needs of all students.

Results from our faculty surveys report that our strengths are:

Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

Evidence includes, but not limited to:

Performance Matters

USA TestPrep

Progress Monitoring and Reporting Network (PMRN/FAIR)

Assessment results

School website

FOCUS

Emails

Call-Outs

To maintain our areas of strength, we will continue to utilize our resources to report and analyze data. We will provide training on the use of the programs. We will continue to communicate regularly with all stakeholders.

Areas we have identified as needing improvement are:

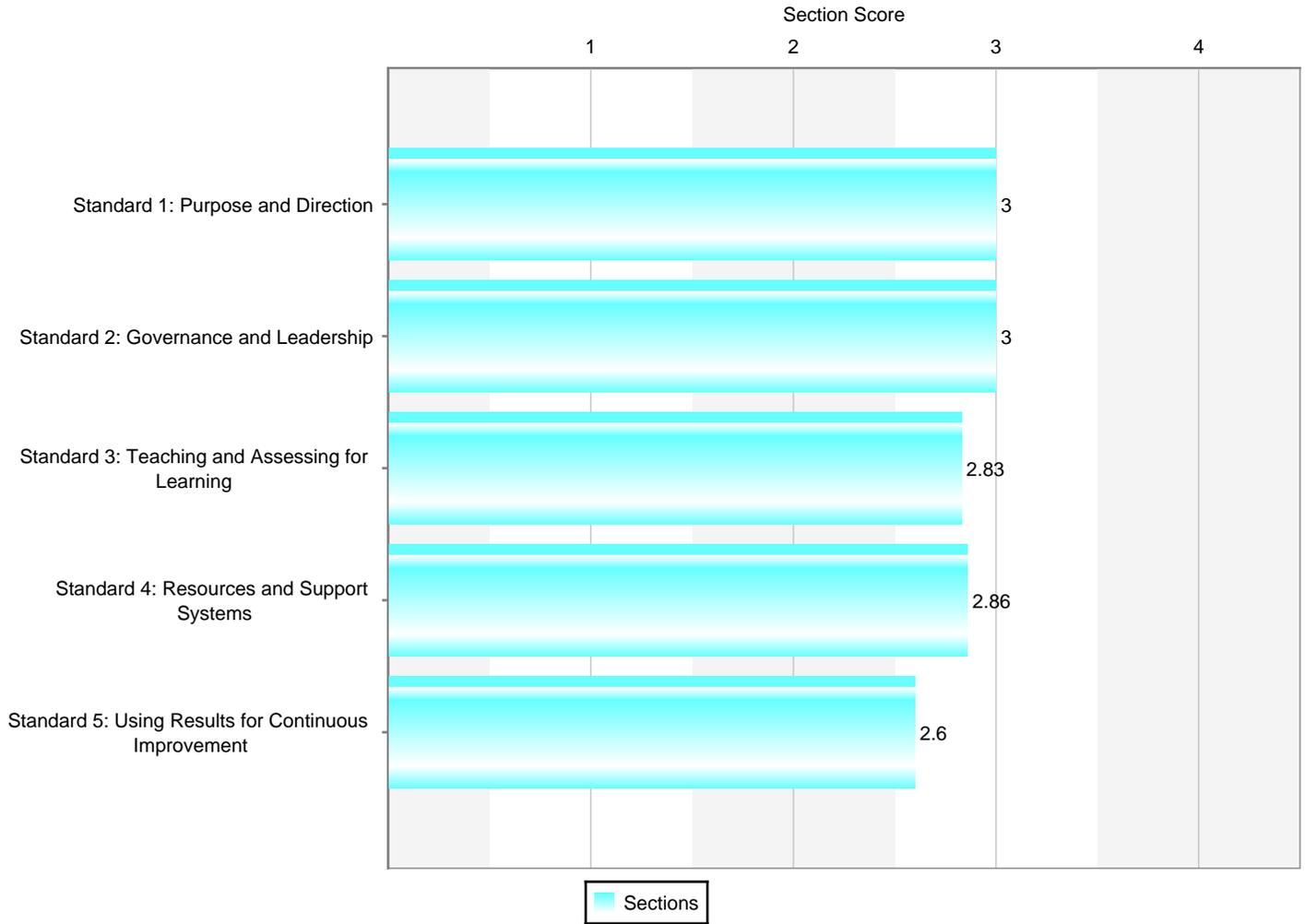
Professional and support staff is trained in the evaluation, interpretation, and use of data. The school establishes and maintains a clearly defined and comprehensive student assessment system. The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

With teachers teaching seven out of seven periods and fewer preplanning days, we did not offer as much school wide training and in-services as in the past. We have offered a limited number of volunteer opportunities to get assistance. In the future, we plan on providing more trainings and refresher courses on the use of the data reporting systems we use. We plan on allowing teacher release time to analyze, collaborate and utilize the data.

As we move forward in this process we will monitor our progress in each of these areas and adjust our approach as necessary. This will allow us to analyze evidence to show that we are truly improving.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	advanc-ed policies and procedures.pdf
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	4.1a3) Financial Report 2012.pdf
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	2012 2013 sip.pdf
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Crisis Handbook.pdf
<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities 	Yes	Our Current Principal, Dan Jeffers is retiring, effective January 25, 2013. Our current Assistant Principal of Curriculum, Bob Bedford has been hired to replace him. Because of Mr. Bedford's past, current and future commitment to Lemon Bay, we feel this will have a positive impact on this process.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	30.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Our students participating in the ACT and SAT college readiness testing have performed at an overall level above state and national averages. Seventy three percent of Lemon Bay High School seniors took the ACT in 2012. The average English score was a 20.7 (state-18.9, national-20.5), average math score was a 20.1 (state - 20, national - 21.1), the average reading scores was a 22.1 (state - 20.5, national - 21.3) and the average science score was 20.6 (state - 19.3). The overall composite score for Lemon Bay was 21.3 (state - 19.8, national - 21.1). Forty two percent of Lemon Bay High School seniors took the SAT in 2012. The average scores in critical reading was 526 (state - 492, national - 496), The average mathematics score was 543 (state - 492, national - 514), The average writing score was 516 (state- 476, national - 488). The overall composite score for Lemon Bay was 1585 (state - 1460, national - 1498).

Describe the area(s) that show a positive trend in performance.

In looking at the FCAT data from the Florida School Accountability Report, we are seeing a positive trend (students scoring at a 3 or higher) from 2010 - 2012. These improvements are in Reading Performance (58 - 60), Writing Performance (84 - 85), Reading Gains (54 - 60), and Lowest 25% Reading Gain (45-57). While the data shows a slight decrease in the interceding year, we are seeing overall improvements in other testing to support this positive trend.

According to the Student Performance Worksheet, our tenth grade proficiency has improved from a 43% baseline to 57% over the past year. Our ninth grade has increased from 60% to 62% over the same time period.

When looking at the data to determine our school grade, our graduation rate has improved from 88% in 2010 to 90% in 2012. Our Acceleration Participation (students taking higher level courses, Advanced Placement, Dual Enrollment, and certification courses) has improved from 36% in 2010 to 54% in 2012.

Another positive trend in performance is indicated by our ACT scores. From 2010 to 2012 there has been an increase in all areas. The Average Composite Score has gone from 20.7 to 21.3. The Average English Score has gone from 19.9 to 20.7. The Average Math Score has gone from 20.8 to 21.1. The Average Reading Score has gone from 21 to 22.1. The Average Science Score has gone from 20.5 to 20.6. The number of graduates tested have gone from 200 to 210. The percent of graduates tested has risen from 66 to 74 percent.

The scores on SAT have also shown a positive trend. From 2010 to 2012 there has been an increase in all areas. The Average Composite Score has gone from 1508 to 1585. The Critical Reading Mean has gone from 505 to 526. The Mathematics Mean has gone from 513 to 543. The Writing Mean has gone from 490 to 516. The number of students has increased from 101 to 121. The Percent of Graduates tested has gone from 33% to 42%.

Which area(s) indicate the overall highest performance?

Testing results indicate that our overall highest performance is with our college ready students. However, we continue to make gains with our ninth and tenth grade students reading at higher efficiency level. We are also proud of the fact that our lowest quartile has shown marked improvements.

Which subgroup(s) show a trend toward increasing performance?

Due to Lemon Bay demographics we do not have measurable AYP data in subgroups.

Between which subgroups is the achievement gap closing?

Due to Lemon Bay demographics we do not have measurable AYP data in subgroups.

Which of the above reported findings are consistent with findings from other data sources?

If you look at our ACT/SAT data versus our College Readiness Scores they will support our findings.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Annual Yearly Progress (AYP) is way below the expected levels of performance. The reading goal is 79% and we are only performing at 51%. The math goal is 80% and we are only performing at 75%.

Our FCAT data indicates that our math proficiency has declined from 2010 to 2012 from 87% to 64% and our math gains have decreased from 76% to 57% over the same time period.

Describe the area(s) that show a negative trend in performance.

Annual Yearly Progress (AYP) showed a negative trend from 2009 to 2011 in performance in Grade Level Math from 82% to 75%

The Florida School Accountability Report shows that our acceleration performance from 2010 to 2012 (those students passing AP tests with a 3 or better, passing Dual Enrollment classes with a C or better, and passing certification exams) has declined from 96% to 82%.

Which area(s) indicate the overall lowest performance?

Our lowest performance in relation to Annual Yearly Progress (AYP) is in reading. We are at 51% in 2011.

Which subgroup(s) show a trend toward decreasing performance?

Due to Lemon Bay demographics we do not have measurable AYP data in subgroups.

Between which subgroups is the achievement gap becoming greater?

Due to Lemon Bay demographics we do not have measurable AYP data in subgroups.

Which of the above reported findings are consistent with findings from other data sources?

Due to Lemon Bay demographics we do not have measurable AYP data in subgroups.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	•Evidence of survey responses	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

As reported on our stakeholder survey, our areas of strength are:

Indicator 4.3 - The school maintains facilities, services, and equipment to provide safe, clean and healthy environments for all students and staff (4.27).

Indicator 1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning (4.15).

Indicator 4.6 - The school provides support services to meet the physical, social and emotional needs of the student population being served (4.13).

Indicator 4.4 - Students and school personnel use a range of media and information resources to support the school's educational programs (4.02).

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

As reported on our stakeholder survey, areas that we see a need for increasing stakeholder satisfaction or approval are:

Indicator 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning (3.26).

Indicator 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress (3.37).

Indicator 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses (3.42).

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our county does a phone survey, asking "The Ultimate Question" - Would you recommend Lemon Bay High School?

We have not received this year's results. We should have them by the time the QAR team meets. We will provide them at that time.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

As reported on our stakeholder survey, areas that we see a need for increasing stakeholder satisfaction or approval are:

Indicator 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning (3.26).

Indicator 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress (3.37).

Indicator 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses (3.42).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Due to the fact that this is the first time these surveys have been presented to our stakeholders, we do not have information to compare with to show any trends. It would be interesting to see from year to year based on these surveys. At this time, we do not have any data.

What are the implications for these stakeholder perceptions?

Again, due to the fact that this is the first time these surveys have been presented to our stakeholders, we do not have information to compare with to show any trends. It would be interesting to see from year to year based on these surveys. At this time, we do not have any data.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Following our previous answers, due to the fact that this is the first time these surveys have been presented to our stakeholders, we do not have information to compare with to show any trends. It would be interesting to see from year to year based on these surveys. At this time, we do not have any data.