

Charlotte County Public Schools

Lemon Bay High School



2023-24

Schoolwide Improvement Plan (SIP)

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Lemon Bay High School

2201 PLACIDA RD, Englewood, FL 34224

<http://lemonbayhigh.com/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lemon Bay High School is to inspire students, teachers, and parents to form a community of learners to promote excellence through a varied curriculum, to provide the tools necessary to foster positive contributions to our society, and instill a commitment to academic and personal achievement.

Provide the school's vision statement.

Enter to Learn. Go Forth to Serve.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - ESE/ESOL Coordinator - Advanced Placement - Post-Secondary Articulation - Textbooks - APC Meetings - Acting as administrative second-in-command in absence of principal - Overseeing Discipline for all students - Grades 9 - 12 - Behavioral Units -ESE - Acting as liaison between Department of Learning at the district office and the school - Coordinating school Fire Drill policies, protocols, and procedures - Coordinating school Crisis Plan and associated policies, protocols, and procedures - Coordinating the implementation of state- and county-mandated curriculum initiatives - Evaluating Science Department instructional staff members, ESE Department instructional staff members and several others
Henry, Michael	Assistant Principal	<ul style="list-style-type: none"> - Testing & Facilities - EOC - FSA - SAT Day - Technology - Teacher Hardware - Peripherals - Administration - Facilities - LBPAC Sound/Lighting - Inventory - Technology - Music Instruments - Daily Teacher Attendance - SERT - Discipline - Behavioral Unit - ESE - ISS - Evaluating ROTC, Foreign Language, PE and Fine Arts instructional staff members
Smith, Steve	Assistant Principal	<ul style="list-style-type: none"> - Overseeing Discipline & Activities - Dean Position & ISS Position - Discipline Grades 9-12 - Activities Calendar - Activities SOM - Activities Co-Curriculars (Band/Drama/ROTC) - Activities Field Trips - School Support

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

Stakeholder Involvement and SIP Development

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

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

The SIP plan will be written by the PPC committee along with the Admin Team. Once created, the SIP plan will be presented to all Staff, Students and Parents utilizing the SAC committee. The SIP team will be looking for feedback from all stakeholders, once the plan is submitted. Once feedback is given, the SIP team will meet and update the SIP plan. An updated SIP plan will be presented for approval from the staff and SAC committee.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

As part of the SIP, academic progress of students will be monitored on a three week basis. The principal will meet with teachers to track data from attendance, grades, behavior, progress monitoring tests and

any other relevant data. Data will be analyzed and teachers will be expected to adjust instruction based on progress or lack thereof. As well, the data will be provided to the SAC committee to keep them informed on progress towards our goals.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	18%
2022-23 Economically Disadvantaged (FRL) Rate	64%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47			56			65		
ELA Learning Gains	46			50			55		
ELA Lowest 25th Percentile	31			34			46		
Math Achievement*	41			49			65		
Math Learning Gains	42			34			53		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	38			30			55		
Science Achievement*	61			69			77		
Social Studies Achievement*	71			73			76		
Middle School Acceleration									
Graduation Rate	98			98			95		
College and Career Acceleration	93			80			62		
ELP Progress							91		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	10	Yes	1	1

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

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	46	31	41	42	38	61	71		98	93	
SWD	10	29	28	18	32	50	32	49		97	68	
ELL	10											
AMI												
ASN												
BLK												
HSP	41	45	32	36	28	27	51	72		100	90	
MUL	50	40		45						100	100	
PAC												
WHT	48	46	30	41	44	40	61	72		98	93	
FRL	35	39	25	30	33	31	55	66		98	93	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	56	50	34	49	34	30	69	73		98	80	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
SWD	25	26	24	19	22	20	31	46		95	45	
ELL												
AMI												
ASN												
BLK				42								
HSP	53	45	18	47	40	31	66	58		91	85	
MUL								50				
PAC												
WHT	57	51	36	50	33	29	70	76		98	81	
FRL	44	38	26	38	32	31	61	59		96	70	

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	65	55	46	65	53	55	77	76		95	62	91
SWD	34	48	44	45	53		51	55		86	20	
ELL	47	78	64	92	60		73					91
AMI												
ASN												
BLK												
HSP	57	57	52	67	55	60	76	77		100	75	
MUL	76	69		71	64		73					
PAC												
WHT	67	55	43	65	52	53	78	76		94	60	
FRL	60	54	47	61	56	60	73	70		95	52	

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

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

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

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

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

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

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

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

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

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

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

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Bob Bedford (bob.bedford@yourcharlotteschools.net)

Evidence-based Intervention:

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

Direct Instruction using the gradual release model.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

By When: Every three weeks

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

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

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

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

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

By When: Walkthroughs with feedback to teachers will be done monthly and conclude by Feb.

We are looking to pilot a push-in student math model that has our National Honor Society students placed as Teacher Assistants during a period where they will go into the math classroom and help struggling students. We also have a math coach that will be working with teachers to increase high effect strategies in the classroom.

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

By When: We hope to have something in place by the start of September.

We will offer after school tutoring run by math teachers Monday through Thursday for 1 hour after school.

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

By When: We will start tutoring by the third week in school.

We will place Algebra students in two math classes for the upcoming year.

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

By When: First day of school

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Robert Murphy (robert.murphy@yourcharlotteschools.net)

Evidence-based Intervention:

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

The use of two programs:

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

IXL has provided the district evidence of increasing proficiency

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Both programs have evidence of helping ELL students with increasing achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Train or retrain teachers in researched based instructional strategies. Once trained, teacher's will be monitored for use of new instructional strategies with students in the classroom and assessments/ progress monitoring will be reviewed by administration, looking specifically for student gains. Classroom Walkthroughs by administration will provide evidence of teacher's following proper pacing in the classroom as well as using strategies with students.

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

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

that might arise.

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

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

By When: Throughout the year.

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

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

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

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Bob Bedford (bob.bedford@yourcharlotteschools.net)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

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

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

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

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

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

By When: Throughout the year.

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

Student Attendance is a focus. In 2022-2023, 26% or 357 students missed more than 10% of school days.

Measurable Outcome:

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

We will set a goal of less than 15% of the school missing more than 10% of instructional days.

Monitoring:

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

We will review Attendance of students every Monday with our Attendance team.

Person responsible for monitoring outcome:

Steve Smith (steve.smith@yourcharlotteschools.net)

Evidence-based Intervention:

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

Check and Connect for students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Check and Connect will allow us to assign a mentor teacher with at risk students. The Teacher will check-in with the student on a weekly basis to discuss attendance, grades and other important topics.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Freshmen Wheel will be implemented to discuss the importance of many high school topics, attendance being a top topic.

Class Meetings with 10,11 & 12 grade during the first full week of school where the importance of attendance will be addressed.

Person Responsible: Steve Smith (steve.smith@yourcharlotteschools.net)

By When: Discussions about the importance of attendance will be done by Aug. 18.

Assign at-risk attendance students to a mentor teacher.

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

By When: We will identify at-risk attendance students by the third week of school and will assign them to a check and connect teacher by week 4.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively. The process for funding allocation for our ELL students would include monies set aside for professional development of our ELL teacher. As well, funds will be budgeted for any supplies that are needed to enhance the instruction of our students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Math				\$3,000.00
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0051 - Lemon Bay High School		\$1,000.00	
<i>Notes: Subs for teachers to meet with admin to discuss progress towards goals.</i>						
			0051 - Lemon Bay High School		\$2,000.00	
<i>Notes: Professional Development for Admin to keep up with latest strategies and instructional practices</i>						
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$250.00
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0051 - Lemon Bay High School		\$250.00	
<i>Notes: Subs to work with ELL teacher as needed. Subs for ELL teacher to attend PD if needed.</i>						
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0051 - Lemon Bay High School		\$2,000.00	
<i>Notes: Funding to allow teachers to work after hours on creating and sustaining our freshmen support program.</i>						

	Total: \$5,250.00
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Budget Approval

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

Yes