

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: PEDRO MENENDEZ HIGH SCHOOL

District Name: St. Johns

Principal: Dr. Clay Carmichael

SAC Chair: Mr. Jonathan E. Higgins

Superintendent: Dr. Joseph Joyner

Date of School Board Approval:

Last Modified on: 10-08-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Dr. Clay Carmichael	Ed.D/K-12 Principal, Science, and Agr Ed.	4	16	As principal of Fruit Cove Middle School all 6 years "A" school rating as well as met AYP all years. PMHS 07-08 "B" school grade and did not meet AYP. PMHS 08-09 "D" school and did not meet AYP. PMHS 09-10 scored 543 FCAT points with the lowest quartile making substantial gains; 92% AYP.
Assis Principal	Kathy Sanchez	BA Degree in Social Studies; Masters Degree in Educational Leadership	4	8	Assistant Principal at Bartram Trail High School for 4 years. BTHS was an A school, but did not meet AYP.
Assis Principal	Cynthia Williams	Educational Leadership K-12, M.Ed Counselor Education K-12	6	11	While assistant Principal of Pedro Menendez High School, the school received ratings of "C" 2006, "B" 2007, "B" 2008, "D" 2009, and did not meet AYP.

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

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

school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading and English	Adrienne Paone	MA in Elementary Education with emphasis in reading BA Interdisciplinary Studies	5	1	PMHS 06/07 "B" and did not meet AYP, 07-08 "B" school grade and did not meet AYP. PMHS 08-09 "D" school and did not meet AYP. PMHS 09-10 scored 543 FCAT points with the lowest quartile making substantial gains; 92% AYP.

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	To recruit and retain high quality, highly qualified teachers to Pedro Menendez, we utilize referrals. We have added the AVID, pre-IB, and IB programs which should have the affect of attracting high caliber instructional staff.	School Administrators	Ongoing	

Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
0	0	0	0

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
66	1.5%(1)	16.7%(11)	24.2%(16)	57.6%(38)	47.0%(31)	151.5% (100)	15.2%(10)	7.6%(5)	50.0%(33)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
K. Jones	J. Higgins	Department Chair	Weekly meetings. Pedagogical discussions.
R. Ryan	J. Peters	Department Chair	Weekly meetings. Pedagogical discussions.
A. Fusinaz	K. Daigle	Department Chair	Weekly meetings. Pedagogical discussions.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Members: Gillian John, Cynthia Williams, Holly Cromwell, Kathy Sanchez, Clay Carmichael, Adrienne Paone, Meredith Masiak, Amy Arnow, Mickey Mickler

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and the Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas, namely student behavior/attendance, that needed to be addressed; helped set clear expectations for instruction (Essential 9 Morzano et al.); facilitated the development of a systemic approach to teaching (Meaningful lessons bell-to-bell, Costas higher order questions, Non-linguistic Models, Utilize Cornell notes, Test preparation, Collaborative Study, Vocabulary building, Learning logs/extended response question, WICR); and aligned processes and procedures.

RtI Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN as well as weekly meeting with individual student 'data wall' in which anecdotal data is discussed.
Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR).

Describe the plan to train staff on RtI.

At least once a month, Wednesday mornings will be devoted to faculty professional development with an emphasis on RtI implementation. The learning communities will be designated as follows:

9th and 10th Grade Team Facilitators: K. Sanchez and A. Paone
School Intervention

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Adrienne Paone
Kristen Mullins
Jennifer Peters
Matt Hodges
Deborah Drozd
Beth Morucci
Mickey Mickler

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

The LLT has developed a focus calendar to guide staff with FCAT instruction for school year 2010/2011. They have collaborated with Social Studies teachers to ensure reading strategies are implemented in the content areas.

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

To assist content area teachers with the implementation of reading strategies.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the SES Notification to Parents](#)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All teachers will be responsible for utilizing critical thinking, Costas higher order thinking, non-linguistic models, word walls, learning logs, quick response, vocabulary testing, and extended essays. Student generated Cornell Notes shall be evident in every class. Graphic organizers are employed by teachers when instructing cause-effect relationships and difficult concepts. Continuation of CRISS, FOR-PD, and CAR-PD professional development programs.

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

PMHS offers students elective/focus courses (Academies) in health sciences, business, architecture, and the arts in addition to academic/college prep courses (i.e. AP, IB, and AVID). All of these courses meld both the academic coursework and the elective courses into one rigorous curriculum. For instance, our health science academy students do comprehensive internships at Flagler Hospital; our business academy students operate a functioning Vystar Credit Union on campus; and our architectural building and construction students initiate major building projects within the community. All academies have a robust sponsorship by local corporations including Flagler Hospital, Vystar Credit Union, and Florida Masonry Association. Additionally, Medical Distributors International (MDI) sponsors our AVID program. We have found that the strong corporate buy in to these programs as well as the practicality of the course work encourages a large number of students to participate in the Academy offerings.

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

See Above Response.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [School Feedback Report](#)

Examination of the Percentage of students completing college prep diploma last year and this year.
Encouragement of International Baccalaureate, Advanced Placement, Dual Enrollment, AVID and Academy participation.
Sharing information about Bright Futures and scholarship opportunities as well as hosting college night symposiums and collegiate field trips.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Increase proficiency of students scoring level 3 by 5 percentage points for the 2010/2011 school year.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
53%(742) students achieved level 3 in reading.	58%(812) will achieve a level 3 in the 2010/2011 school year..

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Attendance and performance reward programs (i.e. cookouts, athletic tickets, etc)	Principal	Attendance data	Comparasion to previous year data using eSIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Increase proficiency of students scoring levels 4 and 5 to 30% or by 8% points from the 2009-2010 to the 2010-11 School year.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
22% (159) students achieved level 4 or 5 in reading.	30% (213) will achieve a level 4 or 5 in the 2010-11 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Attendance and performance reward programs (ie. cookouts, athletic tickets,etc.)	Principal	Attendance data.	Comparison to previous years data using ESIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Increase percentage of students making learning gains by 7 percentage points from 58% to 65%.
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2010 Current Level of Performance: *	2011 Expected Level of Performance: *
58%(412) of students made learning gains.	65% (462) of students will make learning gains in reading 2010/2011.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Attendance and performance reward programs (i.e. cookouts, athletic tickets, etc.)	Principal	Attendance data from previous years.	Attendance data collected from eSIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	To increase the lowest 25% of reading students by 8 percentage points in 2010/2011.
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2010 Current Level of Performance: *	2011 Expected Level of Performance: *
57% (405) of lowest 25% made learning gains in reading.	65% (462) of lowest 25% will make learning gains in reading for 2010/2011.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Attendance and performance rewards (i.e. cookouts, athletic tickets, etc.)	Principal	Attendance from previous year data.	Comparasions of attendance data from previous year via eSIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	To increase the number of white students making AYP by 5 percentage points.
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
White students making AYP in reading is 53% (742).	58% (812) of white students will make AYP in reading in 2010/2011.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Student attendance and engagement.	Attendance and performance rewards programs (i.e. cookouts, sthletic tickets, etc.)	Principal	Comparasion of attendance data from previous year.	Comparasions of attendance data via eSIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	NA
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Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
0%	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	NA
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Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
0%	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	To increase the amount of economically disadvantaged students making AYP in 2010/2011 by 8 percentage points.
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Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
36% (504) of economically disadvantaged students did make AYP.			44% (616) of economically disadvantaged students will make AYP in 2010/2011.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and engagement.	Student attendance and performance awards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparison of attendance and FCAT data from previous year.	Attendance data via eSIS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading strategies in all subject areas. This will include Larry Bell's reading methodologies.	9th-12th	School administration	Subject area teachers 9th-12th	The plan is that every teacher is a teacher of content reading. Professional Development has been designed to help teachers incorporate reading strategies in their classroom instruction through monthly PLC meetings.	Classroom observations and working with a team member or ILC as needed.	School administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading materials and other inservices.	Misc. items	Classroom allocations	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Reading Goals

Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	To increase the number of students achieving level 3 in math by 10 percentage points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
80%(1120) of students achieved a level 3 in math.	90% (1260) of students will achieve a level 3 in math for 2010/2011.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Student attendance and reward programs (i.e. cookouts, athletic tickets, etc.)	Principal	Comparasion of previous year's data.	Comparasion with previous year's data using eSIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	Increase proficiency of students scoring levels 4 and 5 11% points, to 50% for the 2010-11 school year.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
39% (273) of students made a level 4 or 5 during the 2009- 10 school year.	50% (355) students will score a level 4 or 5 in Math for the 2010-11 School year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance and Engagement	Attendance and performance rewards (ie. athletic tickets, cookouts, etc.)	Principal	Compare attendance and test performance from prior years.	Attendance data taken from ESIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	Increase percentage of students making learning gains by 9% points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

81% of students made gains in Math during the 2009-10 school year.		90% of students will make learning gains in Math in the 2010-11 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance and Engagement.	Attendance and performance awards (ie. cookout, athletic tickets, ect.)	Principal	Comparison of Attendance and FCAT data from the previous year.	Attendance data via ESIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:		Increase proficiency of students in lowest 25% making learning gains in math to 75% for the 2010-11 school year.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
67% (476) of students in the lowest 25% made learning gains in mathematics during the 2009-10 school year.		75% (533) of students in lowest 25% will make learning gains in math during the 2010-11 school year.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Attendance and performance rewards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparison of previous attendance and FCAT data.	Compare attendance data via ESIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:		Decrease percentage of students in subgroups not making AYP in mathematics to 20% (142) during the 2010-11 school year.			
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
22% (156) students in subgroups did not make AYP in mathematics in 2009-10.		80% (568) of students in subgroups will make AYP during the 2010-11 school year.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement	Attendance and performance rewards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparison of attendance and testing data from prior years.	Attendance data gathered using ESIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	NA
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Mathematics Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
0%	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	NA
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Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
0%	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	NA
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *

NA	NA				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Student attendance and performance rewards (i.e. cookouts, tickets to athletic events)	Principal	Comparison with prior years attendance and performance.	Attendance data using ESIS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Larry Bell methodology	9th-12th	School administration	All math teachers	Math teachers will learn about and practice Larry Bell methods in monthly PLC meetings.	Classroom observations, consulting with team members and district math coordinator.	School administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math strategies	Misc. math manipulatives/resources	Classroom allocations	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	To increase the number of students achieving a level 3 in science by 8 percentage points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
46% (644) of students achieved a level 3 in science.	54% (756) of students will achieve a level 3 in science in 2010/2011.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Student attendance and performance awards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparasions of previous attendance and FCAT data.	Compare attendance data via eSIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	To increase the number of students achieving a level 4 or 5 on the science FCAT by 9 percentage points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
6% (84) of students achieved a level 4 or 5 on the science FCAT.	15% (210) of students will make a 4 or 5 on the science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Student attendance and performance awards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparasion of previous year attendance and FCAT data.	Compare previous attendance data via eSIS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Larry Bell Methodology	9th-12th	School administration	Science teachers	Discussion and implementation of Larry Bell methods in monthly PLC meetings.	Classroom observations. Work with team members and ILC as needed.	School administration.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science strategies	Misc. science materials	Classroom allocations	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing			To increase the number of students achieving a 3 or higher on the FCAT Writes test by 4 percentage points.		
Writing Goal #1:					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
91% (348) students achieved a 3 or higher on the writing test.			95% (332) will achieve a 3 or higher in the writing test in 2010/2011.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student attendance	Student attendance	Principal	Comparasion of	Comparative

1	and engagement.	and performance are rewarded. (i.e. cookouts, athletic tickets, etc.)		attendance and FCAT data from previous year.	attendance data via eSIS.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	NA
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Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	NA
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Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	To decrease the number of students with disabilities not making Adequate Yearly Progress by 5 percentage points.
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Writing Goal #2C: Students with Disabilities (SWD)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
15% (52) of students with disabilities did not make Adequate Yearly Progress in writing.		10% (35) of students with disabilities will not make Adequate Yearly Progress in writing in 2010-11.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Student attendance and performance rewards. (i.e. cookout, athletic tickets, etc.)	Principal	Comparasion of writing scores from previous year.	Comparasion of previous writing scores via eSIS.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	NA
Writing Goal #2D:	
Writing Goal #2D: Economically Disadvantaged	

2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT writing strategies	9th and 10th content area teachers	School administration	9th and 10th grade content area teachers	Work on FCAT writing strategies in monthly PLC meetings.	Classroom observations, working with team members or ILC as needed.	School administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Maintain a 95% student attendance rate for the 2010-11 school year.
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
95%	95% of students in attendance or better during the 2010-11 school year.
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
110 students with 10 or more absences in the 2009-10 school year.	Decrease student absences to 60 students with 10 or more absences during the 2010-11 school year.
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
2009-2010 ~ 5 tardies per student average.	Decrease student tardies to 3 per student on average for the 2010-11 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement	Rewards for student attendance (i.e. tickets to athletic events,	Principal	Comparison of school attendance from prior years.	Utilize ESIS for attendance data.

		homecoming, cookouts, etc.)			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Motivational strategies that create a collegiate bound, goal-orientated student culture.	9th-12th	School administration	All staff	Various atrategies to be discussed at monthly faculty meetings.	Compare attendance data via eSIS with previous year.	School administration and Attendance dean

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The in-school suspension numbers will decrease below 950, while the suspension rates will decrease by 63.

2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
During the 09/10 school year, there were 1,074 in-school suspensions.	The in-school suspension numbers will decrease below 950.
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
NA	NA
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
During the 09/10 school year, there were 463 suspensions.	The suspension numbers will decrease below 400.
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
132 students were suspended out of school in 2009/2010.	Less than 120 students will be suspended out of school in 2010/2011.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement	Students will receive attendance and performance awards. (i.e. cookouts, athletic tickets, etc.)	Principal and Deans	Comparasion of suspension from previous year.	Suspension information via eSIS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide discipline strategies to discourage negative behavior and eliminate harmful behavior in the classroom.	All grades/ subject areas.	School Administration and Deans.	School faculty and staff.	To be addressed at monthly meetings.	Monitoring of student suspension rates in ESIS and through In School Suspension data.	School Administration and Deans.

Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

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

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

1. Dropout Prevention					
Dropout Prevention Goal #1:		Decrease percentage of students dropping out to less than 5% (20) in the 2010/2011 school year.			
*Please refer to the percentage of students who dropped out during the 2009-2010 school year.					
2010 Current Dropout Rate: *		2011 Expected Dropout Rate: *			
8%(26)of students dropped out in 2009/2010.		Less than 5% (20) of students are expected to dropout in 2010/2011.			
2010 Current Graduation Rate: *		2011 Expected Graduation Rate: *			
92% (324) of students graduated in 2009/2010.		95% (332) of students will graduate in 2010/2011.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance and engagement.	Student attendance and performance rewards. (i.e. cookouts, athletic tickets,etc.)	Principal	Comparasion of attendance and graduation data from previous year.	Attendance and graduation data via eSIS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID strategies implemented school wide.	9th-12th	School administration	All staff	AVID strategies presented and discussed at monthly faculty or PLC meeting.	Classroom observations. Work with team members and ILC as needed.	School administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent involvement in school activities to 120 regular attending parents.
2010 Current Level of Parent Involvement: *	2011 Expected Level of Parent Involvement: *

100 (7%) parents participated regularly in school and after school activities.			It is expected that 120 (8%) parents will participate in school and after school activities in the 2010-11 school year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility and parental contact concerns (wrong phone numbers, no email, etc.).	Increase parent phone calls and emails for students who fall below a 70% in any class.	All Faculty and Staff	Examination of parental involvement numbers in SAC and in parental meetings.	Parent meetings and analysis of student achievement correlated with parent contact.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase attendance at SAC meeting and various parent night events (PTSO)	School administration	School administration	School administration	Discuss various methods of encouraging parental involvement in school activities to be discussed at weekly administrative meetings.	Compare parental attendance from previous years.	School administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00



Additional Goal(s)

Character Counts! Pedro Menendez High School will implement Positive behavioral Support, PBS, which involves the assessment and re-engineering of our environment so students who struggle with poor conduct will experience reductions in their problem behaviors and increase social, personal character, improving the quality of their "student life". Goal:

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

Based on the analysis of school data, identify and define areas in need of improvement:					
<p>1. Character Counts! Pedro Menendez High School will implement Positive behavioral Support, PBS, which involves the assessment and re-engineering of our environment so students who struggle with poor conduct will experience reductions in their problem behaviors and increase social, personal character, improving the quality of their "student life". Goal</p> <p>Character Counts! Pedro Menendez High School will implement Positive behavioral Support, PBS, which involves the assessment and re-engineering of our environment so students who struggle with poor conduct will experience reductions in their problem behaviors and increase social, personal character, improving the quality of their "student life". Goal #1:</p>			<p>To decrease in-school suspension rates to 950 for the 2010-11 school year.</p>		
2010 Current level of Parent Involvement: *			2011 Expected level of Parent Involvement: *		
Last year there were 1074 in-school suspensions.			In-school suspensions are expected to drop to 950 for the 2010-11 school year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and Motivation Issues.	Positive reinforcement of positive behavior according to the six pillars of Character Counts.	School Administration and Faculty	Analysis of student behavior and referrals to deans prior to implementation of program to present.	Examination of student attendance and referral records on ESIS and classroom observation.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Character Counts and PBS education for Faculty and Staff.	All grades and subjects.	School Administration and Guidance Counselors.	All school faculty and staff.	Meetings are to be conducted on early release days once a month.	Examination of ISS and referrals to deans office.	Deans and School Administration.

Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Character Counts! Pedro Menendez High School will implement Positive behavioral Support, PBS, which involves the assessment and re-engineering of our environment so students who struggle with poor conduct will experience reductions in their problem behaviors and increase social, personal character, improving the quality of their "student life". Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading materials and other inservices.	Misc. items	Classroom allocations	\$1,000.00
Mathematics	Math strategies	Misc. math manipulatives/resources	Classroom allocations	\$1,000.00
Science	Science strategies	Misc. science materials	Classroom allocations	\$1,000.00
				Subtotal: \$3,000.00
				Grand Total: \$3,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached School's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 10/7/2010 6:57:08 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Professional Development for faculty and staff. Media Resources. Attendance and Behavioral support.	\$5,911.96

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council will be responsible for discussing with and advising the Principal monthly about behavioral strategies, attendance strategies, testing strategies and results, and new school improvements or plans. The SAC will also serve the function of the governing board with regard to any SAC allotted funds for dispersal to specific departments or individuals in the school.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

St. Johns School District PEDRO MENENDEZ HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	76%	81%	36%	245	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	74%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	60% (YES)			100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					471	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

St. Johns School District PEDRO MENENDEZ HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	77%	90%	44%	266	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	80%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	79% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					541	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

St. Johns School District PEDRO MENENDEZ HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	75%	84%	45%	255	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	74%			130	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	67% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					513	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested