

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 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: 9/19/2011

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
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.	5	17	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 a "B" school grade but did not make AYP. PMHS 10-11 earned 522 FCAT points.
Assis Principal	Kathy Sanchez	BA Degree in Social Studies; Masters Degree in Educational Leadership	5	9	Assistant Principal at Bartram Trail High School for 4 years. BTHS was an A school, but did not meet AYP. PMHS 09-10 scored a "B" school grade but did not make AYP. PMHS 10-11 earned 522 FCAT points.
Assis Principal	Cynthia Williams	Educational Leadership K-12, M.Ed Counselor Education K-12	7	12	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. PMHS 09-10 scored a "B" school grade but did not make AYP. PMHS 10-11 earned 522 FCAT points.

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	6	2	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 a "B" school grade but did not meet AYP. PMHS 10-11 earned 522 FCAT points.

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
Bajorek, A.	Music (K-12)	Band, English	Communication/ Mentoring with R. Ryan (English Department Chair) and Instructional Literacy Coach. Pursuing certification in English. School and district facilitated professional development in the area of English.
Johnson, S.	Social Science (6-12)	Dance, Drama, Chorus, English	Communication/ Mentoring with R. Ryan (English Department Chair) and Instructional Literacy Coach. Pursuing certification in English. School and district facilitated professional development in the area of English.
Cofield, C.		Drafting, Energy, Masonry	Communication/ Mentoring with Christine Danner (Academy Director). Pursuing certification. School and district facilitated professional development in the area of Industrial Sciences and Building Construction.

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
69	1.4%(1)	15.9%(11)	23.2%(16)	55.1%(38)	44.9%(31)	95.7%(66)	10.1%(7)	7.2%(5)	47.8%(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
G. Needham	K. Daigle	Department Chair	Weekly meetings. Pedagogical discussions.
R. Ryan	A. Bajorek	Dept. Chair	Weekly meetings. Pedagogical discussions.
G. Needham	K. Casper	Dept. Chair	Weekly meetings. Pedagogical discussions.
C. Danner	C. Cofield	Coordinator	Weekly meetings. Pedagogical discussions.
A. Paone	K. Neff	ILC	Weekly meetings. Pedagogical discussions.
R. Ryan	S. Johnson	Dept. Chair	Weekly meetings. Pedagogical discussions.
G. Needham	S. Dennis	Dept. 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: Melondia Corpus, Cynthia Williams, Joanne Johnson, 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 Marzano 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
Kathy Zemanek
Gary Hoog
Anneliese Weiss
Kate Neff

Gwen Westfall
Kathy Sanchez
Laura Holland
Clay Carmichael
Deborah Drozd

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 2011/2012. They have collaborated with Academic 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 Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*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, Socratic seminar, and extended essays. All teachers will follow the Marzano best practices of instruction. 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 NGCAR-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 1 percentage point for the 2011/2012 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
30%(203) students achieved level 3 in reading.	31%(224) will achieve a level 3 in the 2011/2012 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 toward test taking.	Attendance reward celebrations every twenty days. Freshman success Fridays (meet with Freshman in Gym to discuss goals and success in High School). After school tutoring. Reward system for high achievement on FCAT test.	Administration and Literacy Coach.	FCAT test results from 2011-12. Comparison of FCAT data from 2010-11 school year to 2011-12 school year.	FCAT Test.

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 by 2% points from the 2010-2011 to the 2011-12 School year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
24% (162) students achieved level 4 or 5 in reading.	26% (188) will achieve a level 4 or 5 in the 2011-12 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
	Student Attendance and engagement toward test taking.	Attendance reward celebrations every twenty days. Freshman success Fridays (meet with Freshman in Gym	Administration and Literacy Coach.	FCAT test results from 2011-12. Comparison of FCAT data from 2010-11 school year to 2011-12	FCAT Test.

1		to discuss goals and success in High School). After school tutoring. Reward system for high achievement on FCAT test.		school year.	
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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:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Increase percentage of students making learning gains by 3 percentage points from 54% to 57%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
54%(366) of students made learning gains.	57% (413) of students will make learning gains in reading 2011/2012.

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 toward test taking.	Attendance reward celebrations every twenty days. Freshman success Fridays (meet with Freshman in Gym to discuss goals and success in High School). After school tutoring. Reward system for high achievement on FCAT test.	Administration and ILC	FCAT test results from 2011-12. Comparison of FCAT data from 2010-11 school year to 2011-12 school year.	FCAT Test

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 5 percentage points in 2011/2012.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
45% (76) of lowest 25% made learning gains in reading.	50% (121) of lowest 25% will make learning gains in reading for 2011/2012.

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 toward test taking.	Attendance reward celebrations every twenty days. Freshman success Fridays (meet with Freshman in Gym to discuss goals and success in High	Administration, Literacy Coach, and RTI Team.	FCAT test results from 2011-12. Comparison of FCAT data from 2010-11 school year to 2011-12 school year.	FCAT Data and RTI evaluation (as needed).

	School). After school tutoring. Reward system for high achievement on FCAT test.		
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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 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 26 percentage points.
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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White students making AYP in reading is 53% (293).	79% (437) of white students will make AYP in reading in 2011/2012.
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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 programs (i.e. cookouts, athletic tickets, etc.)	Administration and Literacy Coach.	Comparasion of attendance data and FCAT data from previous year.	Comparasions of attendance data and FCAT data via eSIS and Snapshot.
2	Student attendance and engagement.	Attendance and performance rewards programs (i.e. cookouts, athletic 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)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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0%	NA
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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:	To increase the number of students with disabilities by 60 percentage points for the 2011-12 school year.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
19%(18) of students with disabilities made AYP.	79%(96)of students with disabilities will make AYP in reading for 2011-12 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 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:

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 2011/2012 by 43 percentage points.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
36% (78) of economically disadvantaged students did make AYP.	79% (172) of economically disadvantaged students will make AYP in 2011/2012.

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 performace awards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparasion 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	Target Dates and	
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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	Participants (e.g. , PLC, subject, grade level, or school-wide)	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 Marzano and AVID 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 and Instructional Literacy Coach.

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	\$600.00
			Subtotal: \$600.00
			Grand Total: \$600.00

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 1 percentage point.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
27%(78) of students achieved a level 3 in math.	28% (84) of students will achieve a level 3 in math for 2011/2012.

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 2% points, to 56% for the 2011-12 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
54% (156) of students made a level 4 or 5 during the 2009- 10 school year.	56% (168) students will score a level 4 or 5 in Math for the 2011-12 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 3% points.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

82% (237) of students made gains in Math during the 2010-11 school year.	85% (255) of students will make learning gains in Math in the 2011-12 school year.
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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 toward test taking.	Attendance reward celebrations every twenty days. Freshman success Fridays (meet with Freshman in Gym to discuss goals and success in High School). After school tutoring.	Administration and ILC	EOC exam results from 2011-2012.	EOC exams for Algebra I and Geometry

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 69% for the 2011-12 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
66% (190) of students in the lowest 25% made learning gains in mathematics during the 2010-11 school year.	69% (207) of students in lowest 25% will make learning gains in math during the 2011-12 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 2011-12 school year.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
18 students in subgroups did not make AYP in mathematics in 2010-11.	83% of students in subgroups will make AYP during the 2011-12 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
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1	Student attendance and engagement.	Attendance and performance rewards programs (i.e. cookouts, athletic tickets, etc.)	Administration and Literacy Coach.	Comparasion of attendance data and FCAT data from previous year.	Comparasions of attendance data and FCAT data via eSIS and Snapshot.
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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 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)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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0%	NA
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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)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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0%	NA
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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.	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.
2	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:		Increase percentage of students making AYP in 2011-12 school year by 13 percentage points.			
Mathematics Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
67% of students made AYP in math for the 2010-11 school year.			80% of students will make AYP in 2011-12 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 engagement.	Student attendance and performance awards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparasion 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
Marzano methodology.	9th-12th	School administration.	All math teachers.	Math teachers will learn about and practice Marzano effective teaching methods in monthly PLC meetings.	Classroom observations, consulting with team members and disctict math coordinator.	School administration and Math Department Chair.

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	\$600.00
			Subtotal: \$600.00
			Grand Total: \$600.00

End of Mathematics Goals

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 1 percentage point.			
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
38% (123) of students achieved a level 3 in science.		39% (117) of students will achieve a level 3 in science in 2011/2012.			
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 2 percentage points.			
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
6% (20) of students achieved a level 4 or 5 on the science FCAT.		8% (24) 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
Marzano Methodology.	9th-12th.	School administration.	Science teachers.	Discussion and implementation of Marzano methods of instruction in monthly PLC meetings.	Classroom observations. Work with team members and ILC as needed.	School administration, Science Department Chair, and Instructional Literacy Coach.

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	\$600.00
			Subtotal: \$600.00
			Grand Total: \$600.00

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 Writing Goal #1:	To increase the number of students achieving a 3 or higher on the FCAT Writes test by 3 percentage points.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
85% (276) students achieved a 3 or higher on the writing test.	88% (307) will achieve a 3 or higher in the writing test in 2011/2012.

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 are rewarded. (i.e. cookouts, athletic tickets, etc.)	Principal	Comparasion of attendance and FCAT data from previous year.	Comparative 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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	NA
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 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.	Attendance and performance rewards programs (i.e. cookouts, athletic tickets, etc.)	Administration and Literacy Coach.	Comparasion of attendance data and FCAT data from previous year.	Comparasions of attendance data and FCAT data via eSIS and Snapshot.
2	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
Writing Goal #2B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 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
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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 #2C:	NA
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *

2012 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	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 group:

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

2011 Current Level of Performance: *

2012 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	Attendance and engagement.	Student attendance and performace awards (i.e. cookouts, athletic tickets, etc.)	Principal	Comparasion of attendance and FCAT data from previous year.	Attendance data via eSIS.
2	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 and Marzano teaching strategies.	9th and 10th content area teachers and Reading teachers.	School administration and Instructional Literacy Coach.	9th and 10th grade content area teachers and Reading teachers.	Work on FCAT writing strategies in monthly PLC meetings. FCAT Writing calendar emphasizing writing strategies to be used in Content Areas weekly.	Classroom observations, working with team members or ILC as needed.	School administration and Instructional Literacy Coach.

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 75% student attendance rate for the 2011-12 school year.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
70%	75% of students in attendance or better during the 2011-12 school year.

2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
411 students with 10 or more absences in the 2010-11 school year.	Decrease student absences to 200 students with 10 or more absences during the 2011-12 school year.
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
2010-2011 ~ 5 tardies per student average.	Decrease student tardies to 3 per student on average for the 2011-12 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, homecoming, cookouts, etc.)	Principal and Attendance Dean.	Comparison of school attendance and student standardized test scores from prior years.	Utilize ESIS for attendance data.

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 700 days, while the suspension rates will decrease below 550 days of out of school suspension.				
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions				
During the 10/11 school year, there were 789 days of in-school suspensions.	The in-school suspension numbers will decrease below 700 days total.				
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School				
358 students were suspended in school during the 2010-11 school year.	Less than 300 students will be suspended in school in the 2011-12 school year.				
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions				
During the 10/11 school year, there were 177 suspensions.	The suspension numbers will decrease below 100 student suspensions.				
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School				
101 students were suspended out of school in 2010/11.	Less than 90 students will be suspended out of school in 2011/12.				
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, Deans, and Teachers.	Comparison of suspension from previous year.	Suspension information via eSIS.
2	Parent communication about misbehavior.	Teachers will call parents of students with discipline problems or low grades.	Principal, Deans, and Teachers.	Comparison 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:

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 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: <i>*Please refer to the percentage of students who</i>	Decrease percentage of students dropping out to less than 5% (20) in the 2011/2010 school year.

dropped out during the 2009-2010 school year.	
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
8%(26)of students dropped out in 2010/2011. 80% of our "at-risk" students graduated 2011-12	Less than 5% (20) of students are expected to dropout in 2011/2012. With 85% of our at-risk students graduating.
2011 Current Graduation Rate: *	2012 Expected Graduation Rate: *
92% (324) of students graduated in 2010/2011.	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 140 regular attending parents.
2011 Current Level of Parent Involvement: *	2012 Expected Level of Parent Involvement: *
120 (8%) parents participated regularly in school and after school activities.	It is expected that 140 (10%) parents will participate in school and after school activities in the 2011-12 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. Increase advance notification for upcoming activities and events (including SAC, PTSO, and Athletic Boosters).	All Faculty and Staff, SAC Chair, Administration, PTSO, and Booster Representatives.	Examination of parental involvement numbers in SAC, PTSO, and Booster meetings. Volunteer log of parent volunteer hours at Athletic events and in school tutoring.	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	School administration	School administration	School administration	Discuss various methods of encouraging parental involvement in school activities to be discussed at weekly	Compare parental attendance from previous years.	School administration

events (PTSO)				administrative meetings.		
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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

End of Parent Involvement Goal(s)

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:

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:

<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 less than 300 students or below 700 days for the 2011-12 school year.</p>
<p>2011 Current level: *</p>	<p>2012 Expected level: *</p>
<p>Last year there were 358 students who were given in-school suspensions.</p>	<p>In-school suspensions are expected to drop to 300 students or less for the 2011-12 school year.</p>

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, homecoming, cookouts, etc.)	Principal and Attendance Dean.	Comparison of school attendance and student standardized test scores from prior years.	Utilize ESIS for attendance data.

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	\$600.00
Mathematics	Math strategies	Misc. math manipulatives/resources	Classroom allocations	\$600.00
Science	Science strategies	Misc. science materials	Classroom allocations	\$600.00
				Subtotal: \$1,800.00
				Grand Total: \$1,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attachment (Uploaded on 8/4/2011)

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 4.0 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.
FCAT 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 4.0 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.
FCAT 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 4.0 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.
FCAT 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