

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 - 2009 SCHOOL IMPROVEMENT PLAN



School Name: PEDRO MENENDEZ HIGH SCHOOL

District Name: St. Johns

Principal: Dr. Clay Carmichael

SAC Chair: Margaret O. Mickler

Superintendent: Dr. Joseph Joyner

Date of School Board Approval: November 10, 2008

Dr. Eric J. Smith
Florida Department of Education
325 West
Tallahassee

Dr. Frances Ha
K-12 Policy
Florida Department of Education
325 West
Tallahassee

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision Statement:

Inspire all students a passion for lifelong learning, creating educated and caring contributors to the world.

School Mission:

Not for school, but for life we learn. Non scholae, sed vitgae discimus (Seneca).

Pedro Menendez High School Belief Statements:

1. Together, students, teachers and the community share the responsibility for advancing the mission.
2. Each student is a valued individual.
3. Students learn best when they take responsibility for their learning and are actively engaged in the learning process.
4. Students must demonstrate their understanding of essential knowledge and skills in preparation for the work place.
5. Mutual respect among and between students and staff enhances positive relationships.

6. Students must have opportunities to learn problem solving skills in a supportive and challenging environment.
7. Teachers should implement a variety of instructional practices, and the school shall offer a curriculum to accommodate the different ways students learn.
8. Reading and its many applications are essential tools for achieving success in life.
9. An appreciation for cultural diversity increases students' understanding of different peoples.
10. Teachers and students must always strive for continuous improvement.
11. Instill into the majority of students that their high school education is the platform to launch a serious post secondary educational program.

SCHOOL PROFILE DEMOGRAPHICS

Pedro Menendez High School Profile and Demographics

Pedro Menendez High School started as a new high school in August of 2000, built for 1500 students but it currently holds 1540. Located in the southern area of the county, the community supporting the school is spread – from suburban neighborhoods along the Atlantic coast and Intracoastal waters, through rural neighborhoods close to the school, and out to farms spreading near and along the St. Johns River. This makes for a very diverse student body. Of the 1540 students attending PMHS, sixteen percent are economically disadvantaged, and eleven percent are in exceptional education.

The core academic courses, as a school average, average twenty-four students to a class, meaning the student-teacher ratio is 24:1. The elective courses, such as World Languages, Arts, and Physical Education, hold a much higher student-teacher ratio. Computer and Business Education ratios are lower than the other elective courses, due to the limited number of computers in those classrooms. State requirements for students and Level 2 reading students in remedial reading classes severely limit options for more elective courses.

On the FCAT, the following percentages reflect the students scoring at level 3 or above: 51% in Reading, 77% in Mathematics, and 44% in Science. Of the lowest 25% making learning gains in Reading, 48% did so in Reading and 67% did so in Mathematics. On FCAT Writing, 90% scored at level 3 or above.

The total population's graduation rate has improved by TBD%, from 74% to TBD%, with the greatest gains in the African American demographic, improving by TBD%, from 56% to TBD%; the Hispanic demographic with gains of TBD%, from 88% to TBD%; and the Asian demographic with gains of TBD% from TBD%; the Economically Disadvantaged demographic with gains of TBD%, from 66% to TBD%.

Students with Disabilities, a gain of TBD%, from 50% to TBD%. State reporting has not finish this data for the 2007-2008 school year.

Special programs of study include the Academy for Architectural and Building Sciences, the Academy for Business and Finance, and the Flagler Hospital Academy for Health and Medicine. New this year a Credit Union has opened a branch here at PMHS which is run by the students in the Academy for Business and Finance. PMHS has approximately 200 freshman and sophomores enrolled in our academies and approximately 100 juniors and seniors. Grants awarded to Pedro Menendez have been related to our academies, with \$68,123 going towards our Business Academy and \$54,791 for our Architectural and Building Sciences.

New this year is the Achievement Via Individual Determination (AVID) program which supports learning at the higher academic level. PMHS is in the second year of a newly formed program for our academic achievers, the Advanced Scholar Program, to prepare students to earn the Advanced Pre-Prep Diploma. Next, this is the second year of our Leadership Skills course for ninth graders, and a research-based program of "Capturing Kids' Hearts." Lastly, we have our special programs in Special Education which include Educable Mentally Handicapped, Trainable Mentally Handicapped, Emotionally Handicapped, Specific Learning Disabled, Severely Emotionally Disturbed, and Special Diploma.

Unique aspects to Pedro Menendez High School center around the strengths of the faculty as being very caring and concerned about the students they teach, evidenced in the coming together of the school towards achieving reading goals for students. The student body, diverse in population and also strong as being caring toward their fellow peers.

The school's community partners include Prosperity Bank, Publix Supermarkets, Climate Master Trailers, Century 21 Realtors, Florida East Coast Industries, St. Augustine Shores Golf Club, VFW, Union, Flagler Hospital, Cemex, and Painters Masonry.

The feeder schools include elementary schools Hartley (A school), Otis Mason (A school), South (A school) and middle school Gamble Rogers (A school).

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Dr. Clay Carmichael: Principal.

While this is his second year at Pedro Menendez HS, Dr. Carmichael has nearly twenty years of educator experience. He completed his undergraduate degree at the University of Florida receiving a degree in Agriculture Extension Education with a focus in the biological sciences. In the late 1980s, he went on to study for an advanced degree at Valdosta State University receiving a Masters Degree in Educational Administration with an "add-on" degree in secondary sciences. Recently, he earned a doctoral degree in Educational Leadership from the University of North Florida. He has taught and/or been an administrator at all levels of public education; he has been an educator at elementary, middle, and high school levels. His greatest talent lies in his ability to hire and retain high quality teachers and staff. This, in turn, has led to successful learning in the community which he serves. Teachers and staff within his influence have over the past year generated a learning culture which is rigorous, reflective, and based on quality teacher-student relationships.

Kathy Sanchez: Assistant Principal.

Mrs. Sanchez has served as an assistant principal for curriculum for five years, this is her second year at Pedro Menendez HS. She received her Bachelor's degree in History from Jacksonville University and her Master's degree in Educational Leadership from University of North Florida. A Nationally Board Certified teacher in the area of Adolescence and Young Adulthood in Social Studies/History, she has taught at both middle and high school levels.

Cynthia Williams: Assistant Principal.

Ms Williams earned her Bachelor's degree in Journalism and Public Relations, her Master's degree in Counselor Education, and earned her Educational Leadership Certification. She spent nine years as a guidance counselor, and eight years as Asst. Principal at Hastings Elementary School, then Seaside Elementary School, and now at Pedro Menendez HS. A role model for all our students, she is a

Recruiter for the school district.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The academic reputation of our school district enables us to tap into a steady supply of highly teachers whenever openings exist, through the use of the county's PATS, or Paperless Applica System. The SJCS D Staff Development Department is instrumental in the retention of highly c teachers through its New Teacher Induction Program and year-long mentoring support for all staff members.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

N/A

School Wide Improvement Model

Note: Required for Title I

We use the state approved Continuous Improvement Model among other strategies, such as c needs assessments to determine our long and short term goals, objectives, and strategies to objectives.

NCLB Public School Choice

Note: Required for Title I

The district curriculum department has provided us with the ability to transmit most common communications and policies into a huge variety of languages. We send out newsletters bi-mc school website is www.menedezhs.stjohns.k12.fl.us.

We send out printed mid-quarter reports (interims) with students, as well as printed quarterly

The quarterly grade reports are detailed enough, showing student progress toward graduation and shows an important note whenever a student is achieving below the standard GPA of 2.0. show a student's current progress, as they are sent home at exactly the midpoint of the quarter.

We continue to use our better designed, easier to use, and more informative school website. We also put out a podcast on the homepage of the school website weekly, with up-to-date information for students and parents. Teachers also have been using their websites to inform students and parents of upcoming events and in some cases, creating data bases of class emails to keep parents informed of upcoming tests and assessments.

Booster clubs, PTSO, and student clubs and organizations continue to be a vital link to communicate with parents and our community, along with the use of the digital sign in front of the school.

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

N/A

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

We follow the district mentoring process described by our Staff Development office. It is designed to pair beginning teachers with experienced teachers to provide support for the beginning teacher in the County School District. The district's coordinator of the mentoring program's primary duties are to set up the initial mentoring program for the beginning teachers and ensure partnership support and to evaluate the mentor's survey at the end of the teacher's first year. Teresa Mischler is a mentor specialist, a National Board Certified Teacher, who works with our beginning teachers through weekly meetings and conferencing.

New teachers have many levels of support: the aforementioned, the in-house mentor specialist, the department chair who works closely with new teachers in making sure they have materials, pacing guides, and exams; the specific mentor teacher within their department; and the assistant principal in charge of curriculum.

The specific mentor teachers are identified by student data and classroom walkthroughs. The meet with these teachers and ask that they serve in the capacity of model classroom teachers will ensure that other teachers are provided opportunities to visit these model classrooms. Th with the advent of the early release days for high schools to be held bi-weekly, created with p development in mind for all teachers on a regular and extended time period.

Professional learning communities will continue to be avenues for new and professional faculty communicate new strategies in classrooms - with new teachers come new ideas, many of whi researched-based, and with experienced teachers come experience and adaptability for new ic sharing.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

We provide before and after school tutoring or conferencing. Many teachers provide extra tim with students who ask for it. We utilized the Novel system for grade recovery this past summ utilizing Odessey Ware throughout this school year, with one teacher facilitating a dedicated c making for an almost year-round grade recovery system.

Extended School Year is provided for ESE students.

SCHOOLS GRADED C OR BELOW

Professional Development

N/A

Disaggregated Data

N/A

Informal and Formal Assessments

N/A

Alternative Instructional Delivery Methods

N/A

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
 Scroll down for school data

*Needs Assessment:	<p>Not all student subgroups met AYP targets: total population - 51% grade level or above, with 55% of Caucasian students and 40% Disadvantaged students reading at grade level or above. The number of students reading below grade level from 53% to 44%.</p> <p>In 2007-08, 48% of the students in the lowest 25 % at PMHS made learning gains on FCAT Reading. Our goal is to increase that percentage by 3% from 48% to 51% on the 2008-2009 FCAT Reading.</p>
*Objective:	In 2007-2008 48% of the students in the lowest 25% at Pedro M School made learning gains on FCAT Reading. Our goal is to increase that percentage by 3% from 48% to 51% on the 2008-2009 FCAT Reading.
*Strategies:	<ol style="list-style-type: none"> 1. Students will be encouraged to read independently at their reading level. 2. Students will receive instruction on the reading process and strategies. 3. Students will study vocabulary words, word derivatives and affixes. 4. Students who are level 1 students will be enrolled in Intensive Reading for 90-min with Reading certified or Reading endorsed teachers. 5. Students who are level 2 students will be enrolled in Intensive Reading for 45 min. with Reading certified or Reading endorsed teachers. 6. Students who haven't passed the Reading FCAT will be in 11th grade Intensive Reading classes for 45 minutes. 7. Continue to provide for Advanced Placement training for teachers and College Board and continue training content area teachers in Florida. 8. Continue with the Reading Leadership team to expand and ensure all disciplines are participating in reading/literacy techniques. 9. Continue to share "best practices" through the development of Learning Communities.
*Evaluation:	<p>Fluency and Maze assessments will be administered three times a year to monitor progress in fluency and comprehension of all level 1 and level 2 students in grade 9-12.</p> <p>Achieve 3000-TeenBiz administers a Level-Set Assessment three times a year to monitor progress.</p>
*Evidence-based	CRISS Strategies

Program(s): Achieve 3000 (Teen Biz)
Language!
Odyessy Ware

- *Professional Development:**
1. Faculty will receive FCAT scores for last year's students and t
 2. Reading Leadership Team will present reading strategies to fe
model classrooms for teachers to visit and gain ideas for technic
 3. Faculty will receive training on CRISS strategies.
 4. Faculty will receive training on Kagan structures.
 5. Faculty will participate in FOR-PD or reading endorsement on
 6. Faculty will receive training in CAR-PD.
 7. Faculty will participate in common course discussions to shar
strategies for reading in content areas.
 8. Teachers will receive individualized training from the school's

***Objective:**

***Strategies:**

***Evaluation:**

***Evidence-based
Program(s):**

***Professional
Development:**

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
Language program for Level 1 & 2 students.	District Office
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	

Description of Resources	Funding Source
Other	
Description of Resources	Funding Source
No Data	No Data
	Final

***Non-Highly Qualified Instructors:** All of the Intensive Reading teachers are either reading certified endorsed, or nearing the completion of the reading endorsement.

All other Language Arts teachers are highly qualified.
Many Content Area teachers are also being trained in FORPD and

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:** From the 2008 AYP data, the total population of students scoring 3 in mathematics was 72%, with 77% of Caucasians scoring at or above, and 57% of Economically Disadvantaged Students scoring above. The percent of students below grade level in Math dropped to 28%.

IN 2007-08, 77% of PMHS students scored at or above Level 3 on FCAT Math. Our goal is to increase that percentage by 3% from 77% to 80% FCAT Math.

***Objective:** In 2007-2008 77% of our students scored at or above level 3 on FCAT Math. Our goal is to increase that percentage by 3% from 77% to 80% FCAT Math Assessment.

***Strategies:**

1. Students will be assessed by EducateKids in grade level math in September, then again in January.
2. Students will receive practice and remediation daily in those mathematical problem areas as identified by Educatekids diagnostic.
3. All ninth grade and students needing Algebra will take Algebra Geometry for a ninety minute period for the year.

4. Continue to provide Advanced Placement training for teachers: College Board.

***Evaluation:**

1. EducateKids diagnostic tests will identify problem areas. Remediation will be addressed via the results of said tests. Students retested in January and new problem areas will be identified and remediated.

***Evidence-based Program(s):**

- 2. Common course exams will be given at the end of each semester
 - 1. Amsco Proficiency in Math series
 - 2. Cord Communications for Algebra 1 - Math in Context.
 - 3. EducateKids

***Professional Development:**

- 1. Common Course Discussions regarding curriculum, pacing, and review materials.
- 2. Math Faculty will receive training in using EducateKids testing review materials.
- 3. Professional Learning Communities that address math strategies
- 4. Analytical thinking skills promoted across the curriculum.
- 5. Practical math applications used in the academies.
- 6. Continue to provide Advanced Placement training for teachers: College Board.
- 7. Implementation of VyStar Credit Union Business Academy.

***Objective:**

***Strategies:**

***Evaluation:**

***Evidence-based Program(s):**

***Professional Development:**

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data

Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source
Common Course Discussions Data Training	
Other	
Description of Resources	Funding Source
No Data	No Data
Final	

*** Non-Highly Qualified Instructors:** All mathematics teachers are highly qualified.

Enc

Goal: Writing

*Note: Required for Title I
 Scroll down for school data

***Needs Assessment:**

In 2007-08, 90% of PMHS tenth grade students scored at or above the Florida Writes assessment. Our goal is to increase that percentage to 93% on the 2008-09 Florida Writes.

***Objective:**

For the school year 2008-2009, we will increase the percentage 3.5 or above on the writing test from 90% to 93%, respectively

***Strategies:**

1. Students will be encouraged to write with an emphasis on focus, support, and conventions.
2. Students can submit their essays and papers to Turnitin.com to their teacher.

***Evaluation:**

3. Faculty will continue to emphasize writing across the curriculum.
4. Students in grades 9 and 10 will participate in district wide portfolio development.
 1. Faculty will evaluate student writing with an emphasis on focus, organization, support and conventions.
 2. Faculty will regularly include essays in student assessments.
 3. Faculty will assess student writing in terms of growth from beginning of school year to midyear to end of year as to improvement of focus, organization, support, and conventions in essays.
 4. Faculty will assess students work in regards to Turnitin.com and plagiarism.

***Evidence-based Program(s):**

5. Faculty will utilize rubric based assessment for student writing.
 1. Turnitin.com
 2. Write Score!
 3. District Writing probes.

***Professional Development:**

1. Faculty will receive training in evaluating essays for focus, organization, support, and conventions.
2. Faculty will participate in common course discussion for sharing strategies in content area courses.
3. Professional development in the Writing Inquiry method and (Writing Inquiry, Collaboration, and Reading).

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source

Other	
Description of Resources	Funding Source
No Data	No Data
Final	

Goal: Science

*Note: Required for Title I
 Scroll down for school data

*Needs Assessment:

In 2007-08, 44% of PMHS eleventh grade students scored at or below the FCAT Science. Our goal is to increase that percentage by 6% for the 2008-09 FCAT Science.

*Objective:

In 2007-08 44% of Pedro Menendez High School juniors scored at or below the Science FCAT. Our goal is to increase that percentage by 50% on the 2008-09 FCAT Science assessment.

*Strategies:

1. Faculty will utilize a more holistic approach to science instruction.
2. Students will participate in EducateKids program to assess weak science benchmarks.
3. The Science Department will align science progression with the current curriculum.
4. A Science Seminar will be implemented as a before school activity (first period of the day) utilizing the "Joy of Science" curriculum.
5. Science classes will practice with previous years' FCAT science assessments.
6. Implement "Educate Kids" science assessment.

*Evaluation:

1. Science faculty will use common exams at the end of each semester.
2. Science faculty will assess learning gains via EducateKids assessment.

*Evidence-based Program(s):

*Professional

1. Curriculum mapping per course will be utilized to align instruction.

Development:

appropriate SSS.

2. Science teachers will receive and evaluate FCAT scores for last year and this year's students.

3. Strategies for holistic science instruction and motivational work.

4. Professional Learning Communities - to focus on continued development of science curriculum.

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source
Other	
Description of Resources	Funding Source
No Data	No Data
Final	

*** Non-Highly Qualified Instructors:** All science teachers are highly qualified.

Goal: Parental Involvement

***Note: Required for Title I**

***Needs Assessment:** Parental involvement included volunteer hours which were reported for the previous school year.
In 2008-09, the number of parent volunteer hours at PMHS will be 4500 hours.

***Objective:** In 2008-09 the number of parent volunteer hours at Pedro Menéndez Middle School will be at least 4500 hours, (at least 300% of the total number of parent volunteer hours in 2007-08).

- *Strategies:**
1. Interview volunteer coordinator for feedback.
 2. Fully utilize and implement all capabilities of eSIS Grade Book Assistant.
 3. Capitalize on parents involved with all extra-curricular activities.
 4. Include holding a "Curriculum Night".
 5. Continue to implement a volunteer hour tracking mechanism.
 6. Continue to advertise via newsletters, website, clubs and organizations to increase volunteer opportunities.

- *Evaluation:**
7. Continue with an online needs assessment and climate survey.
1. We will compare last year's volunteer hour contribution with the tracking mechanism implemented.
 2. We will compare last year's needs assessments participants v current data collection.

***Evidence-based Program(s):**

- *Professional Development:**
1. Train teachers to use eSIS Grade Book and eSIS Parent Assistant.

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	

Description of Resources	Funding Source
No Data	No Data
Other	
Description of Resources	Funding Source
No Data	No Data
Fi	

End of Paren

Goal: Return on Investment

Needs Assessment:

End of Returi

ADDITIONAL GOALS

Additional Goal: Character Counts

Needs Assessment: Discipline problems continue at PMHS and the number of referrals decrease.

In 2008-09, PMHS will implement an Athletic Code of Conduct, and Six Pillars of Character Counts! for all athletes.

Objective: In 2008-09 Pedro Menendez High School will implement an Athletic Code of Conduct, based on the Six Pillars of Character Counts! for all athletes.

- Strategies:**
1. An athletic code of conduct will be implemented for all participants.
 2. Victory with Honor emphasized.
 3. Ninety percent of bulletin boards will display Character Counts!
 4. The "Falcon Award" display will be remodeled.
 5. Positive phone call days will be implemented throughout the year for students who display character pillars.

Evaluation:

Evidence-based Program(s): Character Counts
Victory with Honor

- Professional Development:**
1. Summer orientation program for all incoming freshman.
 2. Training for Athletic Directors and Coaches.
 3. Motivation workshops.
-

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source

No Data	No Data
Professional Development	
Description of Resources	Funding Source
No Data	No Data
Other	
Description of Resources	Funding Source
No Data	No Data
Fi	

End of C

Additional Goal: Technology in classrooms

Needs Assessment: Technology changes rapidly per year, and we want to incorporate into our classrooms and curriculum as it becomes available and as our budget permits.

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source
No Data	No Data

Other	
Description of Resources	Funding Source
No Data	No Data
	Fi

End of Technolog

Additional Goal: Advanced Placement Enrollment

Needs Assessment:

Objective: In 2007-08, Pedro Menendez High School had 20% of graduates Advanced Placement courses. Our goal is to increase that percent to 25% for the 2008-09 school year.

Strategies:

1. Implement AVID and pre International Baccalarate programs
2. Develop a pervasive attitude among students that they will be college bound.
3. Expand Ready to Work assessments.
4. Add depth and brevity to the academies' curriculum.
5. Continue application process for Marines JROTC program.

Evaluation: Enrollment numbers from classes.

Evidence-based Program(s):

Professional Development:

1. Training staff in WICR (Writing, Inquiry, Collaborate, Ready).
2. Staff training in Tutorology, Cornell Notes, and Socratic Semi

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	

Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source
AVID	
Other	
Description of Resources	Funding Source
No Data	No Data
Final	

End of Advanced Placement

FINAL BUDGET

Evidence-based Program(s)/Material(s)		
Goal	Description of Resources	Funding Source
Reading	Language program for Level 1 & 2 students.	District Office
Technology		
Goal	Description of Resources	Funding Source
No Data	No Data	No Data
Professional Development		
Goal	Description of Resources	Funding Source
Reading Mathematics Writing Science Advanced Placement Enrollment	Common Course Discussions Data Training AVID	
Other		
Goal	Description of Resources	Funding Source
No Data	No Data	No Data
		Final

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 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 school community.

racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The SAC is an issues oriented organization which assists the Principal in collaboratively deciding the school. It also serves as an excellent conduit for information for parents, students, and staff from the school administration. In addition, it is a good forum for "hot button" issues.

SAC Members

Members

- 1) Clay Carmichael, Principal
- 2) Student Council President, TBA, Student
- 3) Mickey Mickler, Teacher
- 4) Faye Mesuita, Teacher
- 5) Judy Tillis, Parent
- 6) Gene Usner, Parent
- 7) Lisa Kelly, Parent
- 8) Kim Dixon, Parent
- 9) Susan Weidner, Parent
- 10) Godfrey Smith, Parent
- 11) Lindsey Henderson, Parent
- 12) Patricia Dominguez, Parent
- 13) Linda Perez, Parent
- 14) Tony Coleman, Parent

- 15) Michelle Serrano, Parent
- 16) Wayde Alford, Parent
- 17) Gaye Costeira, Parent
- 18) Alan Hladik, Community Member
- 19) Cynthia Williams, Assistant Principal

IMPLEMENTATION EVALUATION

Ongoing evaluation of successful implementation of the plan would include student progress r parent feedback, teacher workshops and evaluations, and high expectations of classroom inst will include collecting and analyzing data from each 12 weeks, with final evaluation of success implementation of the SIP to include:

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3									
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 4									
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 5									
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0

Name of Assessment Used					
-------------------------	--	--	--	--	--

FCAT Assessed Grade Level: 6

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 7

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 8

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 9

	Reading	Mathematics	Writing	Science	
--	----------------	--------------------	----------------	----------------	--

	Baseline Data		Baseline Data		Baseline Data		Baseline Data		Baseline Data
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 10

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 11

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of

Mid-Year Report

2008 SCHOOL IMPROVEMENT MID-YEAR REPORT

Differentiated Accountability Status:

FCAT Assessed Grade Level: 3								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 4								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 5

	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 6								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.

FCAT Assessed Grade Level: 7								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.

FCAT Assessed Grade Level: 8								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
%								

Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
---------------------------	------	------	------	------	------	------	------	----

FCAT Assessed Grade Level: **9**

	Reading		Mathematics		Writing		Scienc	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M:
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.

FCAT Assessed Grade Level: 10								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M:
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.

FCAT Assessed Grade Level: 11								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M:
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.

Empty data from baseline data aggregated for your school.

Reading Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assess specific information about the grade levels or subgroups where improvements or declines have

2. Describe the specific strategies or school improvement activities that have contributed to increased mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made by the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Mathematics Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Provide specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increased mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made by the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Writing Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Provide specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increased mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Science Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Provide specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increased mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Extended Learning Programs for Students

Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date.

SUBJECT AREA	FREQUENCY	DURATION	TOTAL # OF LEVEL 1 AND 2 STUDENTS IN THE SCHOOL	AVERAGE # OF LEVEL 1 AND 2 STUDENTS PARTICIPATING	AVERAGE % OF LEVEL 1 AND 2 STUDENTS PARTICIPATING
No data submitted					

Please describe the academic improvement that has occurred for participating students (please data points).

Research-based Professional Development Activities for Teachers

Describe the professional development activities to date that are aligned with the school's instructional plan.

NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	DATE (MM/DD/YYYY)	INSTRUCTIONAL NEEDS ADDRESSED	# OF TEACHERS PARTICIPATING
No data submitted			

Based on the baseline and mid-year data, what additional professional development will be offered to help teachers increase student performance?

Parent Involvement Activities

Describe the parent involvement activities to date that *are aligned with the school's student academic goals*.

ACTIVITY	DATE (MM/DD/YYYY)	ACHIEVEMENT NEED ADDRESSED	# OF PARENTS PARTICIPATI
No data submitted			

Based on the baseline and mid-year data, what additional parent involvement activities will be FCAT to address student achievement needs?

E

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														St. John		
Number of students enrolled in the grades tested: Click here to see Number of students in each group										Read: 772 Math: 771		2007-2008 School Grade ¹ : B		Did the make A Yearly P		
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This se improv to dete (Part b		
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent Student below grade level in Reading	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008
TOTAL ⁴	99	Y	99	Y	51	N	72	Y	94	94	Y	74	71	N	53	49
WHITE	99	Y	99	Y	55	N	77	Y		94	Y	75	73	N	50	45
BLACK	99	Y	98	Y		NA		NA			NA			NA		
HISPANIC	100	Y	100	Y		NA		NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	40	N	57	N	84	92	Y	66	51	N	66	60
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA	73	68	N	50	49	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														St. John		
Number of students enrolled in the grades tested: Click here to see Number of students in each group										Read: 780 Math: 777		2006-2007 School Grade ¹ : B		Did the make A Yearly F		
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This se improv to dete (Part b		
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent Student below grade level in Reading	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007
TOTAL ⁴	99	Y	98	Y	47	N	70	Y	92	94	Y	73	74	Y	55	50
WHITE	99	Y	98	Y	50	N	74	Y	93		Y	77	75	N	51	50
BLACK	99	Y	99	Y		NA		NA	85	76	N	52	56	NA		
HISPANIC		NA		NA		NA		NA			NA	69	88	NA		
ASIAN		NA		NA		NA		NA			NA	43	64	NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	34	N	54	N	86	84	N	57	66	Y	67	60
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA	60	73	Y	41	50	Y		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2

Number of students enrolled in the grades tested:

[Click here to see Number of students in each group](#)

Read: 744
Math: 742

2005-2006
School Grade¹: C

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N
TOTAL ⁴	98	Y	98	Y	45	Y	71	Y	91	92	Y	74	73	N
WHITE	98	Y	98	Y	49	Y	76	Y	90	93	NA	77	77	NA
BLACK	100	Y	100	Y	17	NA	33	NA		85	NA	47		NA
HISPANIC	97	Y	95	Y		NA		NA			NA			NA
ASIAN		NA		NA		NA		NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	33	N	54	Y	91	86	NA	49	57	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA
STUDENTS WITH DISABILITIES	97	Y	97	Y	18	NA	36	NA	54	60	NA	40	41	NA

SCHOOL GRADE DATA

**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 scoring 3.5 and above on Writing and above on Science. Sometimes and/or science average is substituted 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 w
Adequate Progress of Lowest 25% in the School?	48% (NO)	79% (YES)			127	Adequate Progress based on gains students in reading and math. Yes make gains in both reading and m.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	65%	66%			10	If 50% of 11th and 12th graders n requirement on the retake in both ten bonus points are awarded
Points Earned					541	

Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate % 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 scoring 3.5 and above on Writing 3 and above on Science. Sometimes writing and/or science average is 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 w
Adequate Progress of Lowest 25% in the School?	51% (YES)	67% (YES)			118	Adequate Progress based on gains students in reading and math. Yes make gains in both reading and m
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	61%	66%			10	If 50% of 11th and 12th graders r requirement on the retake in both ten bonus points are awarded
Points Earned					513	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate % of students tested

St. Johns School District PEDRO MENENDEZ HIGH SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	49%	76%	86%	211		Writing: Takes into account % scoring 3.5 or Sometimes the District writing average is sub writing average.
% of Students Making Learning Gains	53%	71%		124		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
Adequate Progress of Lowest 25% in the School?	49% (NO)			49		Adequate Progress based on gains of lowest 2 Yes, if 50% or more make gains .
Points Earned				384		
Percent Tested = 98%						Percent of eligible students tested
School Grade				C		Grade based on total points, adequate progress students tested