

Florida Department of Education



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Britt Halfway House	District Name: Pinellas
Principal: Diana Lenox// Supervisor : Althea Hudson	Superintendent: Dr. John Stewart
SAC Chair: Ali O’Conner	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

List your school’s on-site administrators who are responsible for educational services (e.g., principal, lead educator) 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 the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of

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Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Diana Lenox	B.S.Education, M.A.Education Leadership, Certified School Principal, Elem. Ed., SLD K-12, Reading.	8	13	Britt has a highly mobile population, few students are matched and data is often not available on the state websites.
Supervisor	A. Hudson	B.S. ElemED., M.A in ED Leadership, Reading Endorsement	2	15	Britt Halfway House is a conglomerate of many different students from different counties with many who stay 6 months or more. Data is often not available.

Instructional Coaches

List your school's 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 the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Linda Damsky				

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Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. ***Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.***

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Math/ Science	R.C. Swain	B.S.Sociology; M.S.Guidance; House certification	26	35	DOP school-ungraded,;62 students took Star Math. About 80% realized gain .
English/ Reading/ Social Studies	Tanya Deitchman Debbie Christie Dawn Dascher	B.S. English M.A. ESE Soc. St., Econ. Pol. Sci. Geography		20 6 23	Reading information included with Reading Coach for DOP listed above
P.E.	Ralph Young	M.A. PE, Health, Dr. Ed.		32	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. DOP partners new hires with experienced new teachers to serve as coach, mentor, and advisor to help acclimate new teachers to the individual sites within DOP school.	Diana Lenox/Althea Hudson	September 2012	
2. DOP N&D Team plans recognition monthly to make all feel valued.	Diana Lenox/Althea Hudson	September 2012	On-going
3. All teachers are offered specific site based dropout prevention professional development opportunities and district professional development opportunities aligned to their individualized professional development plan. Also, all teachers develop an IPDP based on the needs of students and their own levels of competencies. Department Chairs work with new and veteran teachers to expose them to new techniques and resources	Diana Lenox/Althea Hudson	June 2013	On-going

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
5	0	0	20%	80%	80%	100%	40%	0	0

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
Linda Damsky	New reading/ veteran teachers	Has many years of subject area experience, as well as expertise in motivating and working with at-risk youth	Coaching, modeling, observing, conferencing, training.
Susan Boulay	New math/science /veteran teachers	Has years of subject area experience working with at-risk youth. Skills and expertise matches needs of students.	Coaching , modeling , observing , conferencing, provide technical and manual resources.
William Jessie	All new / veteran teachers	Has experience in teaching, applying the best technology for development and growth of skills across the curriculum with at-risk youth .	Trains , coach , model observe , conference, provide technical support for building student and teacher skills .
Terry McNeal	All new / veteran teachers	Has years of subject area experience working with at-risk youth. Skills and expertise matches needs of students.	Coaching, modeling, observing, conferencing, training.

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Debbie Christy	All new / veteran teachers	Has years of subject area experience working with at-risk youth. Skills and expertise matches needs of students.	Coaching , modeling , observing , conferencing, provide technical and manual resources.
Beverly Carmody	All new / veteran teachers	Has many years of subject area experience, as well as expertise in motivating and working with at-risk youth	Trains , coach , model observe , conference, provide technical support for building student and teacher skills .
Sarah Robinson	All new / veteran teachers	Has many years of subject area experience, as well as expertise in motivating and working with at-risk youth	Trains , coach , model observe , conference, provide technical support for building student and teacher skills .

****Grades 6-12 Only***- Sec. 1003.413 (2)(b) F.S

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

Reading is connected with vocabulary, comprehension, fluency ,text structure, pre reading during reading and after reading skills for all subject areas of which also includes technical programs to include vocabulary specific to Social Studies. Students are involved in oral and silent sustained reading on a daily basis to include both written summaries. Students whose reading lexile is 600 or below are placed in Lexia to help them to become proficient in phonemic awareness, phonics, and comprehension.

****High Schools Only***

Note: Required for High School- Sec. 1003.413 (2)(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?

The teachers and DOP Specialists assist students in writing a goal to match their Choices Aptitude Assessment given within the first 10 days in a program. The teachers and counselors have personnel to visit Britt in relations to PTEC, and other career sites aligned to courses and needs of the students. Also, Resource Specialist provide graduation chats utilizing transcripts to assist students. In addition, the DOP Specialist leads individual FCAT Grad Chats for 9th grade students who did not receive one in grade 8.

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 to their future?

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Students in DOP/Britt Halfway House are enrolled based upon their specific need. Electives are offered as appropriate within the program. The individual programs offer courses that incorporate students' academic and career planning so that it is personally meaningful. Courses may include PCSD/CHOICES and courses which offer the Florida Ready to Work Program. Florida Ready to Work and CHOICES are programs where students work to achieve different levels of readiness for the workplace. Upon completion of these programs the student have the skills to be successful in the workplace with starting points such as resumes, filling out applications, assessing skills acquired or needed for employment and how to seek employment. Specific career oriented guest speakers visit classrooms. These may include branches of the U.S. Armed Forces, college recruiters, Florida Career Colleges, Vocational/Technical Schools, and specific areas of interest (ex, art, nursing, culinary). Others may include courses that are hands on as related to Dropout Prevention / Britt Halfway House.

Post-secondary 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 [High School Feedback Report](#).

Because of the unique needs of our students in DOP, a variety of strategies are deployed to help all students graduate on time with an appropriate post-secondary plan. This is accomplished through a variety of processes which include the development of an academic improvement plan which includes career goals. Seniors are administered the PERT test to predict success in college coursework. The Transition Specialist will follow up to be sure all students exiting programs have connected with their next school of enrollment and/ or post-secondary institution.

PART II: EXPECTED IMPROVEMENTS.

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

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READING GOALS	Problem-Solving Process to Increase Student Achievement				
<p>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> <p>The percentage of students achieving proficiency on the Reading will increase from varied % listed under current level of performance column to 30% at Britt to meet Dropout Prevention criteria</p>	<p>Anticipated Barrier</p> <p>58% of students below proficient in reading based on lexile testing</p> <p>63% of African Americans were 2 or more years below expected grade level performance on lexile assessment</p> <p>50% of the students at Britt show scores below their grade level in reading</p> <p>Motivation and inadequate skills. Lack of English proficiency</p> <p>Students may enter the program after the start of the school year and leave before it ends.</p>	<p>Strategy</p> <p>The school will implement the FAIR Assessments to monitor student progress. Those students who score below 600 on the Lexia to enhance their skills in phonemic awareness, phonics, word analysis, and comprehension. Student skills will continue to build vocabulary, fluency, comprehension, contextual inferences, determine text structures and organization.</p>	<p>Person or Position Responsible for Monitoring</p> <p>Principal Supervisor Reading Coach ESE Specialist Guidance Counselor Graduate Team</p>	<p>Process Used to Determine Effectiveness of Strategy</p> <p>Review FAIR data to ensure teachers are assessing students according to the created schedule. Utilize AMPS, Lexia, content reading to determine student growth. Building fluency, before, during and after reading skills by utilizing U.S.A. Today, Upfront magazines, textbooks for various courses to incorporate oral and silent sustained reading. Comprehension through feedback, quizzes, Utilize practice materials and other manual or technical materials as set by Dropout Prevention, the district and/or state.</p>	<p>Evaluation Tool</p> <p>FAIR assessments and Lexile assessments SRI Great Leaps My Skills Tutor Mini Assessments Informal Assessments DJJ/WIN Common Assessment (entry and exit)</p>
<p>1. Percentage of students making learning gains in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. Student unable to read through independent reading due to not possessing the skills.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #2:</u> <i>Enter narrative for the goal in this box.</i>							

Reading Professional Development

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
FAIR	6-12	Reading Coach	Content Area Teachers	September, October ,January, May	Lesson Plans / Classroom Visits	Principal- Diana Lenox Supervisor-Althea Hudson Reading Coach Linda Damsky

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Reading Strategies / Literacy strategies	6-12	Reading /Math Coaches	Content Area Teachers	Monthly Staff Meeting	Lesson Plans / Classroom Visits	Principal /Supervisor
Focus Lessons	6-12	Reading Coach: Linda Damsky	Content Area Teachers	Early Release 9-26-12	Site Based Conferencing, Classroom Observation , Data Review for AIP/IEP	Principal ,Supervisor, Reading Coach, IEP Specialist :Debbie Christie

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fair Materials	Packets/guides to print	DOP	
Reading Literacy Strategies Materials		Referendum	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
eReader types, Amazon	Sony, Kindle	Title 1, N&D	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Focus Lessons	Softback Workbooks	Reading	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Reading Goals

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Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

MATHEMATICS GOALS	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Percentage of students making learning gains in mathematics. <u>Mathematics Goal #1:</u>	1.1. Students may come to our program after the start of the school year and leave before it ends.	1. 1 Create instructional focus calendars from the county curriculum guide to provide a pacing for instruction1. Khan Academy	1.1 Math coach and math department chair.	1.1 Report progress for courses at monthly faculty and staff meeting.	1.1 Marked focus Calendars. Florida Ready to Work		
55% of our student in the program for a minimum of 90 days will make progress	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80% of students upon entry are below expected grade level.	10% of students upon completion will be performing at grade level.					
		1.2 Low expectation of success on part of student	1.2. Use of mini assessments to correlate with calendars and provide remediation needed.	1.2 Classroom teacher and math coach	1.2. Report progress for courses at monthly faculty and staff meetings	1.2. Making focus Calendars	
		1.3. Students do not have the basic skills for success in algebra and higher end courses	1.3. Implement the use of algebra Assessment and instruction meeting standards and remediation needed	1.3. Math coach & teacher	1.3. Teacher will monitor the graphs of student progress.	1.3. Students will be on or above line of expected growth.	

Based on Ambitious but Achievable Annual Measurable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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Objectives (AMOs), Reading and Math Performance Target							
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #2:</u> <i>Enter narrative for the goal in this box.</i>							

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Algebra.	1.1. Students may come to our program after the start of the school year and leave before it ends	1.1. Create instructional calendars from the county curriculum guide to provide a pacing for instruction.	1.1. Math coach and math department chair	1.1. Report progress for courses at monthly faculty and staff meeting.	1.1. Marked focus calendars		
<u>Algebra Goal #1:</u> 20% Of students enrolled will pass Algebra EOC exam	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80% of students upon entry are below expected grade level.	10% of students will pass Algebra EOC					
		1.2 .Low expectation of success on part of the student	1.2. Use of mini assessments to correlate with calendars and provide necessary remediation	1.2. Classroom teacher & Math coach	1.2. Report progress for courses at monthly staff and faculty meeting	1.2. Marked focus calendars	
		1.3. Students do not have the basic skills for success in algebra	1.3. Implement the use of, Algebra Assessment and Instruction Meeting standards & remediation needed	1.3. Math coach & teacher	1.3. Teacher will monitor the graphs of student progress	1.3. Students will be on or above line of expected growth	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Students may come to our program after the start of the school year and leave before it ends.	2.1. Create instructional focus calendars from county curriculum guide to provide a pacing for instruction.	2.1. Math coach and math department chair	2.1. Report progress for courses at monthly faculty and staff meeting	2.1. Marked focus calendars		
<u>Algebra Goal #2:</u> Continued growth and development	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2. Not enough competition to drive motivation in residential environment	2.2. Increased use of technology	2.2. Classroom teacher and coach	2.2. Report progress for courses at monthly faculty and staff meeting	2.2. Marked focus lesson	
		2.3. Student may not be highly motivated	2.3. Increased use of technology and special assignments	2.3. Math coach & teacher	2.3. Student will monitor the graphs of student progress	2.3. Students will continue to show growth	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Geometry.	1.1. Student may come to program after the start of the school year and leave before it ends	1.1 .Create instructional focus calendars from the county curriculum guide to provide a pacing for instruction	1.1 .Math coach and math department chair	1.1. Report progress for course at monthly faculty and staff meeting	1.1 .Marked focus calendars		
<u>Geometry Goal #1:</u> 55% of student in program for a minimum of 90 days will show growth in geometry	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80% of students upon entry are below expected grade level.	10% of students upon completion will be performing at grade level.					
		1.2 low expectation of success on part of student	1.2 Use of mini assessments to correlate with calendars and providing necessary remediation	1.2. Classroom teacher and math coach	1.2. Report progress for course at monthly staff meeting	1.2. Marked focus calendars	

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		1.3. Students do not have the basic skills for success in geometry	1.3 Implement the use if geometry assessments and instruction meeting standards & remediation needed.	1.3 Math coach & teacher	1.3. Teacher will monitor the graphs of student progress	1.3. Students will be on or above line of expected growth	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Students may come to our program after the start of the school year and leave before it ends	2.1. Create instructional focus calendars from the county curriculum guide to provide a pacing for instruction	2.1. Math coach and Math department chair	2.1. Report progress for course at monthly faculty and staff meeting	2.1. Marked focus calendars		
<u>Geometry Goal #2:</u> 20% of students enrolled will pass Algebra EOC exam	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80% of students upon entry are below expected grade level.	10% of students will pass Algebra EOC					

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		2.2. Not enough competition to drive motivation in residential environment	2.2. Increased use of technology and special assignment	2.2. Math coach and department chair	2.2. Report progress for course at monthly faculty and staff meeting.	2.2. Marked focus Calendars	
		2.3 Student may not be highly motivated in JJ environment	2.3 Increased use of technology and special assignments	2.3 Math coach & teacher	2.3 Report progress for course at monthly faculty and staff meeting	2.3 Student will show continued growth	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3:</u>							

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community						
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(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
Math vocabulary development	6-12	Math & reading coach	Math and reading teacher	Demonstration of process at November & December monthly meeting	Students keep folder of math vocabulary using various strategies	Math coach
Evidenced based program for intensive math instruction	6-12	Math coach implementer	Algebra teacher	January / February staff meeting	Math coach and tech. specialist will visit site to assist in the implementation of technology	Math coach
Graphing Calculators	9	Math Coach DRT	Algebra teacher	January / February staff meeting	Math coach will co-teach & implement use of graphing calculators in lesson	Math Coach

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Assisted instruction	Nova Net	Dropout prevention	Determined by census
Training & follow-up	Printing	Dropout Prevention	Determined by census
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer	Desktops laptops	Title 1, DOP	Determined by census
Graphing calculators	Graphing calculators	Title 1	Determined by census
Subtotal:			
Professional Development			

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Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1. Students may come to our program after the start of the school year and leave before it ends	1.1. Create instructional focus calendars from the county curriculum guide to provide pacing for instruction	1.1. Science coach and science department chair	1.1. Report progress for course at monthly faculty and staff meeting	1.1. Marked focus lessons		

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Biology Goal #1: 20% of students will pass the Biology EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80% of students upon entry are below expected grade level.	10% of students will pass Biology EOC					
		1.2. low expectation of success on part of students	1.2. Use of mini assessments to correlate with calendars and provide necessary remediation	1.2 Science Coach and teacher	1.2. Report progress for courses at monthly faculty and stall meeting	1.2. Marked focus calendars	
		1.3. Students do not have the basic skills for success in biology	1.3 .Implement the use of technology and Biology Assessments and instruction Meeting Standards and Remediation necessary	1.3. Science coach and teacher	1.3. Teacher will monitor the graphs of student progress	1.3. Students will be on or above line of expected growth	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1. Students may come to our program after the start of the school year and leave before it ends	2.1. Increased use of technology and special projects and assignments	2.1. Science coach And Science department chair	2.1. Report progress for courses at monthly faculty and staff meeting	2.1. Marked focus calendars		
Biology Goal #2: 40% of students will pass the Biology EOC	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80% of students upon entry are below expected grade level.	10% of students will pass Biology EOC					
		2.2. Not enough competition to drive motivation in residential environment	2.2. Increased use of technology , special assignments, and projects	2.2. Science coach and science department chair	2.2. Report progress for courses at monthly faculty and staff meeting	2.2. Marked focus calendars	
		2.3 Student not be motivated in Juvenile Justice environment	2.3 Increased use of technology, special projects, and assignments	2.3 Science coach and teacher	2.3 Report progress for course at monthly faculty and staff meeting.	2.3 Marked focus calendars	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning							
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Science vocabulary development	6-12	Science & reading coach	Science & reading teacher	Demonstration of process at November And December monthly meeting	Students keep folder of science vocabulary using various strategies	Science coach
Evidenced based program for intensive science instruction	6-12	Science coach, science implementer	Science teacher :R.C. Swain	Site visits by tech. specialist	Science coach and tech specialist	Science Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Graphing calculators	Graphing calculators	Dropout Prevention	Determined by census
Misc. lab equipment	Misc. lab equipment	Dropout Prevention	Determined by census
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
computer	Nova Net	Dropout Prevention	Determined by census

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

May 2012
Rule 6A-1.099811
Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Career Education Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process							
<ul style="list-style-type: none"> • What career type does the program offer? • How does the program provide career exploration for all students? • What hands-on technical training does the program provide (type 3 programs)? ■ For type 3 programs what industry certifications are offered? ■ How many students earned industry certifications? ■ Is the program a Career and Professional Education (CAPE) Academy? 							

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

CAREER EDUCATION GOAL(S)	Problem- Solving Process to Increase Student Achievement						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Career Education Goal	1.1. Students are operating in a transition period and do not grasp that interest & aptitude should drive career choice	1.1. Career Exploration via guest speakers. Internet , career counseling, etc.	1.1. Teacher	1.1. Career Choice driven by interest & aptitude	1.1. G.A.T.B. ,D.O.T. ,i individual and group counseling		
<i>Enter narrative for the goal in this box.</i> Increase by 10% the awareness level and students' interest in careers.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Career Education Professional Development

May 2012
Rule 6A-1.099811
Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Career Exploration	6-12	Teacher	Teacher	Demonstration of process as scheduled	Students keep folder on career interest to correlate with personal assessment data	Teacher, Guidance counselor, etc.
D.O.T.	6-12	Teacher	Teacher	On-going use & demonstration of process	Classroom activities to demonstrate use & understanding of tool	Teacher, Resource Specialist
O.O.H.	6-12	Teacher	Teacher	On-going use & demonstration of process	Classroom activities to demonstrate use and understanding of tool	Teacher, Resource Specialist

Career Education Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Career Education Goal(s)

Transition Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process							
<ul style="list-style-type: none"> How does the program deal with transition planning (entry and exit transition)? How many students successfully transition (e.g., return to school, find employment)? 							

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Transition Goal	1.1. Some students have attended multiple programs and school records are often incomplete	1.1 To frequently communicate with students' families, and all others involved in the transition process.	1.1. Teachers, guidance counselors, ESE coordinator, DJJ staff , and others	1.1 Availability of records promote a smooth entry and exit with regards to transition	1.1. Multiple		
<i>Enter narrative for the goal in this box.</i> Seamless entry and exit of all students	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Effective transition	6-12	Teachers& staff	Teachers, Paraprofessionals, Guidance counselors and other staff	On-going evaluation	On-going Communication	School, DJJ staff, Paraprofessionals, Guidance counselors ESE Specialist, etc.

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Provide Transition Specialist	Title I
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Grand Total:

End of Transition Goal(s)

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Attendance Goal(s) (For Day Treatment Programs Only)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process	
<ul style="list-style-type: none"> ■ What was the attendance rate for 2011-2012? ■ How many students had excessive absences (10 or more) during the 2011-2012 school year? ■ What are the anticipated barriers to decreasing the number of students with excessive absences? ■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013? ■ How many students had excessive tardies (10 or more) during the 2011-2012 school year? ■ What are the anticipated barriers to decreasing the number of students with excessive tardies? ■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013? 	

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance Goal # 1	1.1.	1.1.	1.1.	1.1.	1.1.		
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

*End of Attendance Goals***Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
Attendance Budget	
	Total:
	Grand Total:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. Please verify the statement above by selecting “Yes” or “No” below.

X ☐ Yes

☐ No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
Teacher stipends , professional development, SIP Writing	5370.18

Describe the activities of the School Advisory Council for the upcoming year.
Attend 9 monthly SAC meetings-site based Provide input, review and monitor school improvement plans Continue to provide knowledge of community resources available to work with At-Risk youth Provide for continuity of services for At-Risk youth Monitor budget