

St. Lucie Public Schools

St. Lucie Detention Center



2015-16 School Improvement Plan

St. Lucie Detention Center

1301 BELL AVE, Fort Pierce, FL 34982

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and the desire to succeed.

Provide the school's vision statement

Our vision at the Detention Center is to daily create an environment for each student where they can feel safe and receive educational services in the core academics. Our students need to access mental health and career/vocational educational counseling in order to set goals for their future. We believe all children can have a second chance and can have a successful re-entry into our community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our Detention Center Lead Teacher attends the students' treatment team and Detention Review to both receive information about students and provide the DJJ staff educational information concerning students. This two-way communication has been beneficial to both entities to ensure that all staff are aware of individual student needs and can design appropriate interventions.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Detention Center Educational staff have had professional development in Kids at Hope, Positive Behavioral Interventions and Support, and CHAMPS.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each Friday, the staff receive Professional Development on-going on classroom management strategies (CHAMPS) and designing routines such as Literacy and Math routines for their classrooms. The SLC Frameworks include strategies that are taught, modeled and monitored that yield high results in classroom management, teaching methods, and relationship building with students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Title I and Neglected and Delinquent funding provides the Detention Center a full time Mental Health Counselor. All staff utilize LEAPS for social skills development in small group and one on one instruction.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

For this section, all students (100%) enrolled in the Residential Detention Center for one or more days is considered to be exhibiting multiple warning signs both for school and juvenile justice. The data will vary by day as to enrollment.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Each student's transcript is evaluated and a schedule is created to meet his/her needs. Core academics are tied to remediation for a double block each day:
 ELA/Intensive Reading
 Science/Intensive Science
 Math/Intensive Math
 Social Studies/Career CHOICES
 Guidance counselor provides support both academically for graduation status and counseling toward future career goals. Mental Health Counselor on site also provides individual and small group sessions weekly.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

A packet of information is sent home with each student/family which includes: withdraw grades, credit recovery, and community agencies services for follow up. Our Transition Specialist provides aftercare to the family and student upon release by meeting with

students at their home schools and communicating with families through home visits and phone calls. She also connects the family with agencies to support their needs.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have a partnership with Department of Juvenile Justice where St. Lucie County Schools provides educational services to all students residing at the Detention Center. There are four teachers, one ESE teacher/Chair, a data specialist, one ESE Para and one Title I Para for support. We also utilize Neglected and Delinquent funding to provide mental health and a transition specialist. Juvenile Probation Officers also work with our team to support students and families. The Transition Specialist connects families with outside agencies.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Harden, Ellen	Principal
Hinder, Michele	Teacher, ESE SAC Member

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

School leaders meet regularly to discuss processes and procedures related to the Department of Juvenile Justice, professional development for staff, and curriculum/resources needs. School leaders co-facilitate staff trainings, provide modeling and feedback to teachers and meet regularly with Department of Juvenile Justice Administration.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Literacy coach identifies available resources to best meet individual student's needs. An inventory of resources is kept by the Instructional coach and the Title One paraprofessional utilizing a database system. School leaders met weekly to train and discuss curriculum needs and available resources with teachers and staff.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ellen Harden	Principal
Tom Perona	Business/Community
Marie White	Business/Community
Dedylia Finlaysin	Business/Community
Flavia Jagle	Education Support Employee
Andrea Kochanowski	Business/Community
Christina Coppola	Business/Community
Michele Hinder	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team for Alternative Education sites from Detention Center and Dale Cassens Education Complex are the same shared team. As we share students at both sites, we share parents, community members and staff at both sites.

Development of this school improvement plan

SAC: Assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy. The School Advisory Council (SAC) assisted in the preparation of the elements/data contained within the plan. The school advisory council annually approves and monthly reviews the SIP.

Preparation of the school's annual budget and plan

SAC: Assists the principal in the school's annual budget..."With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

SAC: Approves of the expenditure of school improvement funds.

Our SAC reviews funding allocations and assists in the utilization of Title I and SAC funding sources for the direct benefit of students and parents.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

NA

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
McEwen, Tamia	Instructional Coach
Hinder, Michele	Teacher, ESE
Harden, Ellen	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT is comprised of the Instructional Coach, all ELA teachers, and administration. The LLT meets bi-weekly to discuss literacy strategies and best practices for improving student achievement in Reading and Language Arts. This student achievement data includes the increase of academic gains as well as the status of being on grade-level for the 10th grade Reading Proficiency Exam, needed for graduation. The LLT is participating in a Learning Community reading the book What Really Matters in Comprehension and Fluency where they are working on collaborating and designing Unit Plans within the St. Lucie County and ELA Framework.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have a common planning on Fridays for Professional Development. Teachers have one period of planning per day and a common duty assignment where they collaborate on student data and planning. We strategically utilizing substitutes during the school year to provide collaborative PD for like content teachers. ELA teachers are working together on designing a focus calendar, unit plans, common assessments, and are learning LBQ's.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

This is a difficult task at the Detention Center as the environment can be stressful. There is one teacher per subject on site. We participate in the St. Lucie County SHINE for new teachers and we provide mentors and coaches for each new staff member.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's mentoring program is in collaboration with the district. Each new teacher to the district and first year teachers are assigned a mentor that has had 3 years of teaching experience and an effective teacher rating on his/her yearly evaluation. The mentee and mentor are required to meet at least 2x per week for the first month of school and then once weekly after that.

The mentee is also required to attend monthly meetings at the school site for professional development. The professional development is designed based on the needs of the teachers. Topics covered may include The St. Lucie County Frameworks, Deliberate Practice Plan, behavioral strategies and others. The new teachers are also encouraged to attend 4 cohort professional development sessions throughout the year created by the district.

Teachers are paired in one of two ways. The first option is by subject taught. The second option is by

grade level. The option decided is based on the number of teachers who have taught for three or more years with an effective evaluation.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school uses instructional programs and materials that are approved by the curriculum review board. We use the approved district adopted texts and supplemental materials that are aligned to the Florida Standards. Supplemental materials are found either on CPalms or are evidence-based programs from the What Works Clearinghouse.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data from transcripts are analyzed and input into the local student management system for staff to use when planning instruction. We review IEP data and utilize as applicable. We use instructional paraprofessional support in Reading and Math classes and an ESE paraprofessional is used when ESE students need additional support.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year:

The Detention Center has a 240 day academic calendar.

Strategy Rationale

This extended school year allows students to work on content and as applicable recover failed courses.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hinder, Michele, michele.hinder@stlucieschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students academic records.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

A Transition Specialist is used when students exit from DJJ to complete home visits and coordinate agency support for the students and their families. As students come in from DJJ programs, our INTAKE committee meets individually with families and students to provide them the best opportunities for graduation based on their data, age and needs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Florida Career CHOICES has been utilized to provide career curriculum for the students, we are presently researching alternatives to CHOICES. Our Guidance Counselor reviews graduation goals and post-secondary choices with students. Our Transition Specialist provides students and families with county-wide assistance and options for continuing services after graduation. We provide this through our Personal, Career, and School Development course. Edgenuity has a course offered that students may take as an elective on career awareness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Collaborative Planning on standards based instruction to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Collaborative Planning on standards based instruction to increase student achievement. **1a**

 G071065

Targets Supported **1b**

Indicator	Annual Target
Math Gains	0.0
ELA/Reading Gains	0.0

Resources Available to Support the Goal **2**

- 100 Book Challenge, LBQ's, Math Manipulatives, E2020

Targeted Barriers to Achieving the Goal **3**

- Students come and go daily without transcripts or data.

Plan to Monitor Progress Toward G1. **8**

Teacher unit designs will be monitored through classroom observations and results of quality instruction will be determined by the number and percent of students mastering the standards within each unit.

Person Responsible

Ellen Harden

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student achievement data from end of unit assessments, grades as the students transition from program.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Collaborative Planning on standards based instruction to increase student achievement. **1**

 G071065

G1.B1 Students come and go daily without transcripts or data. **2**

 B185380

G1.B1.S2 Professional Development on standards based instruction to include creating focus calendars based on scope and sequence and Unit Plans. **4**

 S196793

Strategy Rationale

Teachers with a deep understanding of the learning environment will design quality units of study that will increase student achievement.

Action Step 1 **5**

Teachers will work collaboratively each Friday to understand and develop quality units of study.

Person Responsible

Ellen Harden

Schedule

Weekly, from 8/7/2015 to 5/27/2016

Evidence of Completion

Administrators will provide on-going feedback to teachers after informal and formal classroom observations. The observations will provide data as to the use of the unit design.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Literacy Coach monitors classroom implementation daily. Administration completes classroom observations monthly. Weekly teacher PD.

Person Responsible

Ellen Harden

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Unit plans are reviewed with feedback to staff as they are submitted based on the focus calendar. Classroom observations will provide data on how teachers are implementing the strategies. Student achievement data will provide information as to what standards have been mastered and which need additional support.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Observation data will be reviewed after each round of informals in order to accurately provide timely feedback to teachers on unit design and implementation of instructional strategies.

Person Responsible

Ellen Harden

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

AP Observation feedback, student grades, assessment data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Teachers will work collaboratively each Friday to understand and develop quality units of study.	Harden, Ellen	8/7/2015	Administrators will provide on-going feedback to teachers after informal and formal classroom observations. The observations will provide data as to the use of the unit design.	5/27/2016 weekly
G1.MA1	Teacher unit designs will be monitored through classroom observations and results of quality instruction will be determined by the number and percent of students mastering the standards within each unit.	Harden, Ellen	9/7/2015	Student achievement data from end of unit assessments, grades as the students transition from program.	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Observation data will be reviewed after each round of informals in order to accurately provide timely feedback to teachers on unit design and implementation of instructional strategies.	Harden, Ellen	9/14/2015	AP Observation feedback, student grades, assessment data.	5/27/2016 monthly
G1.B1.S2.MA1	Literacy Coach monitors classroom implementation daily. Administration completes classroom observations monthly. Weekly teacher PD.	Harden, Ellen	9/7/2015	Unit plans are reviewed with feedback to staff as they are submitted based on the focus calendar. Classroom observations will provide data on how teachers are implementing the strategies. Student achievement data will provide information as to what standards have been mastered and which need additional support.	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Collaborative Planning on standards based instruction to increase student achievement.

G1.B1 Students come and go daily without transcripts or data.

G1.B1.S2 Professional Development on standards based instruction to include creating focus calendars based on scope and sequence and Unit Plans.

PD Opportunity 1

Teachers will work collaboratively each Friday to understand and develop quality units of study.

Facilitator

Paul Gavoni, Michele Hinder

Participants

All Teachers

Schedule

Weekly, from 8/7/2015 to 5/27/2016

Budget

Budget Data			
1	G1.B1.S2.A1	Teachers will work collaboratively each Friday to understand and develop quality units of study.	\$0.00
Total:			\$0.00