

Florida Department of Education



School Improvement Plan (SIP)

2011-2012-School Improvement Plan Juvenile Justice Education Programs

for Juvenile Justice Education Programs

2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Polk Halfway House	District Name: Polk County School Board
Principal: Cheryl Hallman	Superintendent: Sherrie Nickell
SAC Chair: Gwen McKenzie	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals.

Highly Qualified Administrators

List your school's on-site highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP).

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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 AYP information along with the associated school year.
Principal	Cheryl Hallman	Education Leadership, Elementary Education, SLD, ESOL	13	4	N/A
Lead Educator	Gwen McKenzie	Social Science	17		

Highly Qualified Instructional Coaches

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data (learning gains). The school may include the history of Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

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 AYP information along with the associated school year.

Highly Qualified Teachers

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List your school’s highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP).

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 AYP information along with the associated school year.
Alternative Education	Teresa Keller	Middle Grades Integrated Curriculum, ESOL, Reading Endorsement	7	10	
Alternative Education	William Mathews	ESE, Marketing, MGIC	8	8	

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Interview only teachers who are eligible for hire per district policy. Teachers are screened through the district’s Quality Counts program and Teacher Index Survey prior to being eligible for interview.	Cheryl Hallman/ County HRD Dep’t.	8/15/2011	
2. Assign new teachers a mentor	Cheryl Hallman	On going	

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3.Quality Counts-District Initiative	District HRD	On going	
4 Facilitate PEC Program	Cheryl Hallman	On going	

Non-Highly Qualified Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ES OL Endorsed Teachers
2	0	0	100%			100%		0	100%

Teacher Mentoring Program

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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
N/A			

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

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

Teaching reading strategies across all classrooms coincides with other initiatives being undertaken by the leadership team. The teachers are focusing on summarization strategies, lesson essential questions and writing for purpose. All teachers are expected to provide examples of reading and writing in their classroom by maintain a portfolio of students’ work samples.

***High Schools Only**

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

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

Implement the Rigorous and Relevant lessons using Next Generation Sunshine State Standards. Provide experiential learning, guest speakers and online job explorations.

Encourage academic teachers to collaboratively integrate curriculum and instruction

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?

Academic and career planning are incorporated throughout the educational day. Transition Specialist meet one on one with all students monthly or more often to discuss academic need, graduation and college admissions requirements. Students exiting programs meet with a District Hearing Officer to discuss further educational options.

Postsecondary Transition

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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.

The transition specialists meet with students upon their arrival to the program to review and discuss their plans for success and ensure that they have the correct courses they need to prepare them for graduation. Student are made aware of graduation requirement. The programs have guest speakers throughout the year who provide students with information regarding their careers

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
<ul style="list-style-type: none"> ■ Based on a comparison of 2009-2010 common assessment data and 2010-2011 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)).

READING GOALS	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Percentage of students making learning gains—</p> <p>in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. Incarceration, drug involvement, abandonment issues, behavior issues, and compliance issues with adults. Family mobility, compliance issues, law enforcement involvement</p>	<p>1.1. All students will receive verbal and tangible rewards for completing assignments and tests in the classroom, thus resulting in generalization when taking the standardized test. Students will begin to respond to higher order thinking skills, utilizes summarizing techniques as well as increase vocabulary skills across the curriculum.</p>	<p>1.1. Teachers</p>	<p>1.1. Increase between pre/post test scores.</p> <p>Increase in oral discussions.</p>	<p>1.1. Classroom walkthrough logs and frequency of questions observations. Lesson Plan review and pre/post scores</p>		
<p>100% of the students will be assessed by the FAIR assessment within five days of enrollment.</p> <p>100% of students will be assessed utilizing New Century Software.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					

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	83% of the students demonstrated learning gains in reading based on BASI scores.	87% of the students in attendance six months will demonstrate learning gains when comparing pre/post test scores.					
		1.2.	1.2.	1.2.			
		1.3.	1.3.	1.3.	1.3.	1.3.	

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
PD360	5-9	Senior Coordinator	Program Wide	On-going with monthly reminder distributed through Outlook	Completion of Reflection Assignments	Sr. Coordinator

Reading 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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New Century	Computer supplemental practice	School Budget	2717.00
Subtotal: \$2717.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD 360	Professional Development	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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

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- Based on a comparison of 2009-2010 common assessment data and 2010-2011 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)).

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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<p>I. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>Students lack basic skills.</p> <p>Lack of appreciation for academics.</p>	<p>Students will receive remediation in basic skills.</p> <p>Learning incentive</p>	<p>Teachers, paraprofessionals</p>	<p>Maintain daily grades, keep students informed of progress.</p> <p>Observation, Student products</p>	<p>New Century scores. Pre/Post test learning gains</p>		
<p>100% of the student will be assessed using the DJJ common assessment.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>69% of the students demonstrated learning gains.</p>	<p>75% of the students will demonstrate learning gains.</p>					
		<p>Behaviors, truancy, and substance abuse</p>	<p>Model and raise expectations</p>	<p>Math teachers, paraprofessionals</p>	<p>Decrease in referrals and increased time on task.</p>	<p>Pre/post test learning gains</p>	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD360	5-9	Senior Coordinator	Program Wide	On-going with monthly reminder distributed through Outlook	Completion of Reflection Assignments	Sr. Coordinator

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New Century	Supplemental Practice	Title One Part D	\$2717.00
Subtotal:			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
PD360	Professional Development	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics 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.

<p>Guiding Questions to Inform the Problem-Solving Process</p> <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	Problem- Solving Process to						
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GOAL(S)	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		
1. Career Education Goal	1.1. Incarceration, drug involvement, abandonment issues, generational poverty, behavior issues, and compliance issues with adults.	1.1. Education, access to information, role modeling, community service projects, and guest speakers to attempt to break the cycle.	1.1. Teacher	1.1. Observation, portfolio, community resource book	1.1. Observation, portfolio review, community resource book.		

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	<u>2011 Current Level :*</u>	<u>2012 Expected Level :*</u>					
<i>Students will be given access to library books that address a variety of careers. Students will participate in several community service projects and will have access to guest speakers as well as online access to Choices.</i>							
	<i>Students have limited knowledge of the variety of jobs available in the community.</i>	<i>Students will be made aware of the variety of jobs and the type of education necessary to be employed at different jobs.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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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
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Career Education Goal(s) Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

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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.

<p>Guiding Questions to Inform the Problem-Solving Process</p>
<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		

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<p>1. Transition Goal</p>	<p>1.1. Incarceration, drug involvement, abandonment issues, behavior issues, and compliance issues with adults.</p>	<p>1.1 A transition specialist will contact the receiving school or District of the ESE students return. All school records including grades and IEP will be provided to the receiving school and youth.</p>	<p>1.1.Transition Specialist</p>	<p>1.1. Internal Audit</p>	<p>1.1. Records Review</p>		
<p>Students will transition back to an appropriate school setting.</p>	<p><u>2011 Current Level :*</u></p>	<p><u>2012 Expected Level :*</u></p>					
	<p><i>100% of the students will transition back to an appropriate school setting.</i></p>	<p><i>100% of students will transition back to an appropriate school setting..</i></p>					
		<p>1.2. Incarceration, drug involvement, abandonment issues, behavior issues, and compliance issues with adults.</p>	<p>1.2.Regular education students transition through the District Office to discuss the best educational placement.</p>	<p>1.2.Transition Specialist</p>	<p>1.2. Internal Audit</p>	<p>1.2 Records Review</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Professional

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**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
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Transition Goal(s) Budget

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

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	Subtotal:
Other	
Strategy	Descr
Provide Transition Specialist	Trans
	Grand Total:\$39,000.00

End of Transition Goal(s)

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

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- What was the attendance rate for 2010-2011?
- How many students had excessive absences (10 or more) during the 2010-2011 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 2011-2012?
- How many students had excessive tardies (10 or more) during the 2010-2011 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 2011-2012?

* 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						
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.		

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<p><i>All students must attend classes daily so nonattendance is not an option. Polk House is a residential setting.</i></p>	<p><u>2011 Current Attendance Rate:*</u></p>	<p><u>2012 Expected Attendance Rate:*</u></p>					
	<p><i>Enter numerical data for current attendance rate in this box.</i></p>	<p><i>Enter numerical data for expected attendance rate in this box.</i></p>					
	<p><u>2011 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2012 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><i>Enter numerical data for current number of absences in this box</i></p>	<p><i>Enter numerical data for expected number of absences in this box.</i></p>					
	<p><u>2011 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2012-Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p><i>Enter numerical data for current number of students tardy in this box.</i></p>	<p><i>Enter numerical data for expected number of students tardy in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional

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 Revised May 18, 2011

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**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
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Attendance 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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Attendance Goals

FINAL 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
	Subtotal:	
Technology		
Strategy		Descr
Reading/Math Supplemental		New C
	Subtotal:	
Professional Development		
Strategy		Descr
	Subtotal:	
Other		
Strategy		Descr
Transition services		Trans
	Grand Total:	\$41 717.00

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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.

Yes

No

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

Describe projected use of SAC funds.	Amount

Describe the activities of the School Advisory Council for the upcoming year.
Monitor Educational Strategies and success of programs.