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: PACE Center for Girls	District Name: St. Lucie County
Principal: Teresa Johnson	Superintendent: Michael Lannon
SAC Chair:N/A	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	Teresa Johnson	Master of Science; Bachelor of Business/ ADM	1	1	
Lead Educator	Marylin Richardson-Pryor, Ed. D.	Doctor of Education, Master of Science, Bachelor of Professional Studies	1	1	

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.
Math	Cherise Mathews	Bachelor	3 Months	7	
Social Studies	Sandra Allen	Masters	3 Months	8	

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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.

Effective and Highly Effective Teachers

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. Vacancies posting on PACE website and Teacher.com	Ex Director	As Needed	
2. Two week orientation training once clearance of new employee thru DJJ and St. Lucie County	Ex. Director/Acad. Dir	At New Hire Date	
3. Adequate training plan with position specific training at hire	Ex. Director/Acad. Dir	At New Hire Date	
4. Prof. Development	Acad. Manager/Literacy Coach	As Needed	

Non-Highly Effective Instructors

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

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*When using percentages, include the number of teachers the percentage 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
N/A	

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
2	0	100%	100%	0	50%	100%	0%	50%	50%

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jacqueline Steele	Catiana Casimir & Trish Sighn	ACT Prep, College Readiness	Secured Waivers, Dates for Testing, Timeline for goals to be met
Patricia Drummond	Deja Moore	Conflict Resolution	Talking sessions and journaling

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.

PACE Literacy Plan; written by Literacy Coach, Jacqueline Steele, to include CCS, formal reading program, 100 Book Reading Challenge; Professional Development for all core teachers, Scholastic content-driven magazines (i.e. Science World, Scope, Upfront w/TE to include objectives and bench marks to be included in lesson. Scope and Sequence available thru SLC Website by grade by subject. Student independent reading by genre choice or research based leveled content specific reading books.

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?

All students are required to take Personal Career Social Development.

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?

Discussion with Academic Manager and Literacy Coach to include transcript analysis, GPA, lexile levels, and interest inventory to determine

appropriate career path electives, and dual enrollment vocational training.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.

PACE students who qualify are placed on E2020 in the College Reading Readiness Course. Successful course completion

PART II: EXPECTED IMPROVEMENTS

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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)).

	Problem-Solving Process to Increase					
READING GOALS						

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	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. Percentage of students making learning gains in reading. <u>Reading Goal #1:</u>	1.1. Teachers' varying degrees of awareness and understanding of Common Core State Standards.	1.1. Engage all teachers in ongoing Professional Development activities that develop awareness of Common Core State Standards, the ability to unwrap the standards, develop learning goals and specific scales, plan instructional activities for the standards, and develop common formative assessments for the standards along with a collaborative scoring process.	1.1. Principal, Assistant Principal, Literacy Coach	1.1. Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments.	1.1. Results of common formative assessments, Benchmark tests, and FCAT 2.0.		
On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 or above will increase to 25% .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

12% of students scored at Achievement Level 3 in Reading on the 2012 FCAT 2.0 Assessment.	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 25%.					
		1.2. Teachers' continuously developing skill in implementing quality instruction as defined by the SLC Framework.	1.2. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction.	1.2. Principal, Assistant Principal, Literacy Coach	1.2. Data from classroom observations using the SLC Framework	1.2. Results of common formative assessments, Benchmark tests, and FCAT
		1.3. Content area teachers' unfamiliarity with close reading and document-based questioning and the impact it can have on reading proficiency.	1.3. Engage all teachers in ongoing professional development activities that develop and enhance skill in close reading and document-based questioning.	1.3. Principal, Assistant Principal, Literacy Coach	1.3. Data from classroom observations using the SLC Frameworks	1.3. Results of common formative assessments, FAIR, Benchmark tests, and FCAT.

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	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 48% of students were proficient on the 2010-2011 FCAT Reading Assessment	In June 2012, 48% of students were proficient in Reading increasing from the previous year by 4%.	By June 2013 52% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2014 58% of students will be proficient in Reading increasing from the previous year by 4%	By June 2015 62% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2016 66% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2017 70% of students will be proficient in Reading increasing from the previous year by 4%.

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Reading Goal #2: By June 2013 52% of students will be proficient in Reading increasing from the previous year by 4%.							

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
SLC Framework For Quality Instruction (Framework)	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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. Mathematics Goal #1:	1.1. Common Core standards present new learning for instructional staff to gain a full understanding of a higher standard during school lab hours only	1.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice during a 90 minute lab hour	1.1. * District professional development team * Instructional coaches * Administration *Teacher	1.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1. * St. Lucie County framework * Administrative classroom walkthroughs	
By June 2013, 26 % of students in grades 6-8 will score at level 3 or higher on the FCAT 2.0 math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	11 % of the students in grades 6-8 were proficient at level 2 or above on FCAT 2.0 Mathematics assessment..	*By June 2013, 26 % of students in grades 6-8 will score at level 3 or higher on the FCAT 2.0 math test.*				
		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2.* District professional development team * Math coaches * Administration *Teacher	1.2.* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	1.2.* St. Lucie County framework * Administrative classroom walkthroughs

		1.3. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 6 students was Reporting Category 1 – Fractions, Ratios, Proportional Relationships, and Statistics	1.3. * Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase opportunities for students to use ratios in the real world setting. Move beyond the surface level of statistics and have students determine the appropriate use of central tendencies. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. * Math Connects Core materials will be used for instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	1.3.* Administrators * Teachers * Math Coach	1.3.* Results of weekly assessments will be reviewed by grade level teams and leadership to ensure progress. * Adjustments to curriculum focus will be made as needed.	1.3.* Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3 or higher

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 11% of students were proficient on the 2010-2011 FCAT Math Assessment	By June 2012 11% of students will be proficient in Reading increasing from the previous year by 10%.	By June 2013 21 % of students will be proficient in Reading increasing from the previous year by 10%.	By June 2014 31 % of students will be proficient in Reading increasing from the previous year by 10%	By June 2015 41 % of students will be proficient in Reading increasing from the previous year by 10%	By June 2016 51 % of students will be proficient in Reading increasing from the previous year by 10%	By June 2017 61 % of students will be proficient in Reading increasing from the previous year by 10%
Mathematics Goal #2: By June 2013 21 % of students will be proficient in Reading increasing from the previous year by 10%.							

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. Common Core standards present new learning for instructional staff to gain a full understanding of ahigher standard during school lab hours only	1.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice.	1.1.* Academic Manager and Literacy Coach / development team * Instructional coaches * Administration *Teacher	1.1.* Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1.* St. Lucie County framework * Administrative classroom walkthroughs	
Algebra Goal #1: *By June 2013, 40% (110) of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	20% of the students enrolled in Algebra I were proficient at level 3 or above on the Algebra I EOC	*By June 2013, 40% of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.*				
		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2.* Academic Manager/ Math Teacher/Coach/Literacy Coach * Math coaches * Administration *Teacher	1.2.* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	1.2.* St. Lucie County framework * Administrative classroom walkthroughs	

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		1.3. According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Math.	1.3. Provide additional practice in solving and graphing quadratic equations that involve real world applications. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	1.3. Administrators Math Teacher/Coach Coach Teachers	1.3.* Individual and collaborative review of student work	1.3.* Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 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 Algebra.	2.1. Common Core standards present new learning for instructional staff to gain a full understanding of higher standards during school lab only standard.	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice.	2.1. * Academic Manager & Team & /Math Coach * Instructional coaches * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #2: By June 2013, 8% of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	By June 2013, 8% (25) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment	By June 2013, 8% (25) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.					
		2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2.2. * Math coaches * Administration *Teacher	2.2.* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	2.2.* St. Lucie County framework * Administrative classroom walkthroughs	
		2.3 The area of deficiency is teacher understanding of extended thinking practices.	2.3 * Pearson enrichment materials will be utilized for differentiated instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	2.3 *Teachers *Instructional Coaches *Department Heads *Administration	2.3 * Individual and collaborative review of student reflective logs	2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
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						

Algebra Goal #3: *Enter narrative for the goal in this box.*						

End of Algebra EOC Goals

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. Common Core standards present new learning for instructional staff to gain a full understanding of each student learning during lab hours only	1.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1.1. * Academic Manager & Team * Instructional coaches * Administration *Teacher	1.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1. * St. Lucie County framework * Administrative classroom walkthroughs	
Geometry Goal #1: *Enter narrative for the goal in this box.*	<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.*				
		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support	1.2. * Academic Manager/ and Team & Professional Development Team * Math coaches * Administration *Teacher	1.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	1.2. * St. Lucie County framework * Administrative classroom walkthroughs

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		1.3. According to the 2012 Geometry EOC Reporting categories, students struggled with three-dimensional geometry.	1.3. Develop guidelines for students to use descriptive language to communication learned concepts and identify misconceptions. Provide students with models, both digital and tangible to enable students to see the effects of changing dimensions.	1.3. Math Coaches Department Heads Teachers	1.3. * Individual and collaborative review of student work	1.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 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 Geometry.	2.1. Common Core standards present new learning for instructional staff to gain a full understanding of student learning with new common core standards during lab hours only	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2.1. * District professional development team/ Academic Manager and Team * Instructional coaches * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding	2.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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		2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2.2. * District professional development team * Math coaches * Administration *Teacher	2.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	2.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		2.3 The area of deficiency is teacher understanding of extended thinking practices.	2.3. * Pearson enrichment materials will be utilized for differentiated instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	2.3 *Teachers *Instructional Coaches *Department Heads *Administration	2.3 * Individual and collaborative review of student reflective logs	2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
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**						

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Geometry Goal #3: *Enter narrative for the goal in this box.*						

Mathematics 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
Common Core	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration

End of Geometry EOC Goals

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
Subtotal:			
Professional Development			
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. N/A	1.1.	1.1.	1.1.	1.1.		

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| Biology Goal #1:

Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		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 Biology.	2.1.	2.1.	2.1.	2.1.	2.1.	
Biology Goal #2:

Enter narrative for the goal in this box. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science 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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 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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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. Student reading ability	1.1. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to utilize print and electronic resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched. Provide opportunities for students to participate in project-based learning activities, including Project Citizen.	1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.	1.1. Pre and interim assessments SLC Civics final exam SLC Framework. FCAT reading.		

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Civics Goal #1: By the end of the year, 50% of students (*n*) will score 70% or higher on the Civics SLC final exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NO DATA AVAILABLE FOR 2012	By the end of the year, 50% of students (*n*) will score 70% or higher on the Civics SLC final exam.				
		1.2. Teachers' effective use of instructional strategies	1.2. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** Emphasis on appropriate elements from DQ1, DQ2 and DQ3. Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.2. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing Classroom observation, formal monthly supervision and review of relevant documentation	1.2. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples. ETO Documentation

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		1.3. Student background knowledge	1.3. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** In the long-term, have teachers in grades middle/junior and high school utilize District-recommended lesson plans with assessments aligned to identified Civics benchmarks to maximize opportunities for students to master content.	1.3. Administrator/Academic Team is responsible for monitoring the implementation of the identified strategies using the SLC Framework	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.3. SLC Civics final exam data. SLC Framework.	
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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1. Student motivation and seeing course content as relevant.	2.1. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ5 Elements 25, 29, and 32. Provide opportunities for students to write to inform and to persuade. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.	2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.	2.1. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples.	

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Civics Goal #2: By the end of the year, 50% of students (*n*) will score 70% or higher on the Civics SLC final exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NO DATA AVAILABLE FOR 2012	By the end of the year, 50% of students (*n*) will score 70% or higher on the Civics SLC final exam.				
		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 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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Use of Civics Item Specs and CCSS	Grade 7	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Grades 7 Civics Benchmarks	Grade 7	Grade/Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Civics DBQ Project/ CIS	Grade 7	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration

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>**U.S. History End-of-Course (EOC) Goals**</u> *(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>**U.S. History** Goal #1:</u> *Enter narrative for the goal in this box.*	<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.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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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		
		1.3.	1.3.	1.3.	1.3.	1.3.	
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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

Professional Development (PD) aligned with Strategies through						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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:			
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
● 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**					
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. Career Education Goal	1.1. The majority of students who were enrolled in the program during the 2012-13 school year report having a lack of family support in terms of encouraging girl to attend school daily and practicing academic performances at home	1.1. We offer an incentive program for daily attendance and academic performance in the classroom.	1.1. Admin./ Teacher Advisor	1.1. 100 Book Challenge Reflection with teachers; journals and port-fo-lio	1.1. Point Level System and evaluation of academic success.	
During the school year 20112-13 100% student enroll will meet with a teacher advisor to discuss the Choice interest profile and review their results within the first ten days of enrollment.	2012 Current Level :*	2013 Expected Level :*				
	95%(35)	97%(35)				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Career Education 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

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	Descr
ePEP new this school year	Comp
Subtotal:	
Technology	
Strategy	Descr
Use of computer based software for career exploration (FACTS.org)	Comp
Subtotal:	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

End of Career Education Goal(s)

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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
● 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.	1.1.	1.1.	1.1.	1.1.		
	Losing contact with students once they transition from the program due to frequent number changes and moves.	Secure funds to hire a transition counselor to ensure the appropriate contact with girls once they transition from the program.	Social Service Manager	ETO Computer Based system	ETO Computer Based System		
To improve the long term support for girls that attends PACE. Increase the number of girls and their families that access the appropriate physical and mental health services to support enrolling in college, vocational school, the military or entering a career.	2012 Current Level :*	2013 Expected Level :*					
	96	*96*					
		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						

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(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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
Hire a transition counselor to ensure services are appropriate and continued once students transition from PACE.	Fundi
Subtotal:	
Technology	
Strategy	Descr
N/A	
Subtotal:	
Professional Development	
Strategy	Descr
Appropriate training of Transition Counselor.	Traini

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:		
Other		
Strategy		Descr
Grand Total:		

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
■   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)).

	Problem-solving					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

ATTENDANCE GOAL(S)	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. Students who have lack of motivation to attend school and lack of parent support.	1.1. Provide incentives to students for attending school on a weekly basis. Contact parents within two hours of school to see why child is not in school. Conduct home visits when a parent is not reached by phone to see why child is not attending school.	1.1. Social Service Manager	1.1. Documentation in ETO, ETO reports to show increase or decrease on attendance.	1.1. ETO Computer Based System	
To ensure all students have an attendance rate of at least 80%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	86.95%	*100 %*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	60	*10*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	7	*3*				
		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 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
Monthly Retention Plan meetings	N/A	Dr. Russell Dubberly	Executive Director, Academic Manager and Social Service Manager across the 17 PACE centers in Florida.	Monthly	Monthly	Social Service Manager Academic Manager Executive Director

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
Incentive based items for students	Networking with other centers across the state of Fl.	DJJ	N/A

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly retention plan meetings with state office and other PACE centers.	Incentive items.	DJJ	N/A
Subtotal:			
Other			
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:

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Describe the activities of the School Advisory Council for the upcoming year.