

# Florida Department of Education



## School Improvement Plan (SIP)

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**for Juvenile Justice Education Programs**

2012–2013

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: St. Lucie Regional Juvenile Detention Center	District Name: St. Lucie
Principal: Ellen Harden	Superintendent: Michael Lannon
SAC Chair: Dedilia Finlayson	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**

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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 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	Ellen Harden	<ul style="list-style-type: none"> <li>● M.Ed. – Educational Leadership</li> <li>● BS – Chemistry Education</li> <li>● School Principal Certification (All Levels)</li> <li>● Chemistry (6-12)</li> </ul>	2	7	No School Grades – School Rating 2011 Declining AYP Record: 04-05 No, 80% 05-06 No, 74% 06-07 No, 74% 07-08 No, 79% 08-09 No, 92% 09-10 No, 72% 10-11 No, 67%
TSA	Willie Mae Clark	<ul style="list-style-type: none"> <li>● Ed.S. – Instructional Leadership</li> <li>● M.Ed. – Educational Leadership</li> <li>● BS – Business Education</li> <li>● Educational Leadership (All Levels)</li> <li>● Middle Grade Mathematics (Grades 5-9)</li> <li>● Business Education (Grades 6-12)</li> </ul>	4	9	SLRJDC is not measured for AYP. Florida Department of Juvenile Justice programs do not receive School Grades or School Improvement ratings from Florida Department of Education  2009-2010 Quality Assurance Review (QA) Ratings: Passed 18 or 21 Benchmarks <ul style="list-style-type: none"> <li>● Educational Standard 1: Entry Transition – Passed 7 of 8</li> <li>● Educational Standard 2: Service Delivery – Passed 7 of 7</li> <li>● Educational Standard 3: Exit Transition – Passed 2 of 3</li> <li>● Educational Standard 4: Contract Management – Passed 2 of 3</li> </ul>

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### Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Jacqueline Steele	<ul style="list-style-type: none"> <li>● BS English (6-12)</li> <li>● ESOL (Endorsement)</li> <li>● English (Grades 6-12)</li> <li>● Reading (Endorsement)</li> </ul>	2	8	<ul style="list-style-type: none"> <li>● 2003-2004: Lowest Q25%: 61% Proficiency on FCAT (Fort Pierce Westwood High School)</li> <li>● 2004-2005: Letter grade improved from a D to C (Fort Pierce Westwood High School)</li> <li>● 2007-2008: Letter grade improved from a D to a C (Treasure Coast High School)</li> <li>● 2009-2010: Letter grade improved from a C to a B (Treasure Coast High School)</li> </ul>

### 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	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress
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Area		Certification(s)	Current School	Instructional Teacher	along with the associated school year.
ESE	Michele Hinder	<ul style="list-style-type: none"> <li>● M.Ed.</li> <li>● Varying Exceptionalities K-12</li> <li>● Mentally Handicapped K-12</li> <li>● PreK/Primary General Education Age 3-3<sup>rd</sup> Grade</li> <li>● Autism K-12</li> <li>● Nat'l Board: Exceptional Needs Specialist Pre-K thru Young Adult</li> <li>● Reading Endorsement</li> </ul>	3	15	
Science	Joelie Marcial	<ul style="list-style-type: none"> <li>● BS Biology</li> <li>● Biology (Grades 6-12)</li> <li>● Middle Grade General Science (5-9)</li> </ul>	3	6	

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Math	Troy Shearer	<ul style="list-style-type: none"> <li>● BS Middle Grades Mathematics</li> <li>● MA in Math Curriculum</li> <li>● Middle Grades Math (Grades 5-9)</li> <li>● Mathematics (Grades 6-12)</li> </ul>	2	2	
Social Studies	Samuel S. Williams	<ul style="list-style-type: none"> <li>● BA Sociology</li> <li>● Social Science (Grades 5-9)</li> </ul>	2	3	
Guidance & Counseling	Julia Forbus	<ul style="list-style-type: none"> <li>● Guidance &amp; Counseling (PreK-12)</li> <li>● Occupational Specialist</li> </ul>	2	27	

**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. Actively recruit in critical shortages areas to include ESE, Math, Reading Endorsement and ESOL Endorsement	Principal, Assistant Principal, TSA, School personnel	On-going to 06/30/13	
2. Actively recruit highly qualified candidates	Principal, Assistant Principal, TSA, School personnel	On-going to 06/30/13	
3. Professionally supporting para-professional staff seeking teaching degrees	Principal, Assistant Principal, TSA, School personnel	On-going to 06/30/13	

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4. Posting positions on the district website	Principal, Assistant Principal	On-going to 06/30/13	
5. Planning time for teachers and for teacher collaboration	Principal, Assistant Principal, TSA	On-going to 06/30/13	
6. Professional development provided	Principal, Assistant Principal, TSA	On-going to 06/30/13	
7. Print rich environment, library provided for each core course	Principal, Assistant Principal, TSA, Title I Department	On-going to 06/30/13	

***Non-Highly Effective Instructors***

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

\*When using percentages, include the number of teachers the 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

***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)).

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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
6	0% [0]	33.3% [2]	16.7% [1]	50% [3]	33.3% [2]	10% [6]	33.3% [2]	16.7% [1]	16.7% [1]

***Teacher Mentoring Program***

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jacqueline Steele	All teachers at SLRJDC	Literacy/Reading Coach	Modeling, Observation, Consulting, Providing constructive feedback



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Michele Hinder	All teachers at SLRJDC	ESE Specialist	Modeling, Observation, Consulting, Providing constructive feedback

**\*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.

All students within our program are provided direct instruction. Reading strategies are embedded in the curriculum as indicated in the teacher lesson plans. Additionally, non-

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ESE student receive and Individual Academic Plan which addressed reading deficiencies and reading strategies. Various pre-reading, reading, and post reading strategies will be utilized during small group instruction. The Literacy Coach will collaborate with the teaching staff to ensure that all teachers are equipped to provide quality reading instruction

### *\*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?

Although teacher directed instruction is used to provide instruction, students are also afforded the use of computer-aided instruction via e2020. Students demonstrate mastery through teacher-made assessment tools and performance in e2020.

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?

Currently, all student will complete CHOICES via the computer through their Social Studies classes, the local state college will be invited to discuss the Career Pathways offered by the college, and Workforce Solutions will be invited to discuss opportunities provided by their programs.

### *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 [High School Feedback Report](#).

Most of the students come to us over age for grade and deficient in high school credits, often due to truancy and delinquency problems. Our program will continue to focus on raising student achievement to allow for successful re-entry of our students into the community, school, and/or the workforce. It is our belief that quality instructions will lead to quality student achievement.

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Our goals for academic success center around, improving FCAT scores, increasing mathematics and reading levels as evidenced by assessments on the FAIR and EOCs; raising the number of standard diploma and GED graduates. To succeed in these endeavors we will train our teachers in research based strategies that incorporate technology and provide training that specifically targets increasing success for at-risk students. In order to accomplish this, we have upgraded our technology applications and our hardware; provide staff development for using technology and computer-aided educational software (e2020) and best practices to help at-risk learners. Individual success will be measured by FCAT results, increased lexile on FAIR, successful completion of the academic programs, progress on IAPs, earned high school diplomas and/or GED. The additional of a professional staff DJJ Transition Specialist is a key resource to further develop the collaboration and partnership needed to see our students successfully transition to their communities, schools, and the workforce.

## **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**

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- 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)).

<b>READING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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><b>1. Percentage of students making learning gains in reading.</b></p> <p><u>Reading Goal #1:</u></p>	<p>1.1. Students enter the Detention Center with reading deficiencies</p> <p>Appropriate placement</p> <p>Lack of support at home</p>	<p>1.1. Diagnose reading deficiencies of Level 1 and Level 2 students or those scoring 2 or more level below their current grade level</p> <p>Conferencing with students</p>	<p>1.1. Teacher, Literacy/Reading coach, Guidance counselor, Title I paraprofessional</p>	<p>1.1. Mini-bats, benchmarks, SRI results, teacher observation, classroom assessments,</p>	<p>1.1. FCAT 2.0, FAIR, Benchmarks</p>		
<p>Students will demonstrate proficiency in the five areas of reading: phonics, fluency, comprehension, and vocabulary.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p>0% [0]</p>							
		<p>1.2. Student have deficient skills in phonics</p>	<p>1.2. Provide intensive reading instruction for students scoring at Level 1 and 2 on the FCAT and those needing remediation in phonics</p>	<p>1.2. Reading Teacher Literacy Coach Title I paraprofessional</p>	<p>1.2. Teacher observation, classroom assessments, testing tools. Review of assessments and FCAT scores</p>	<p>1.2. FCAT 2.0, FAIR, Benchmarks</p>	
		<p>1.3. Students have deficient skills in fluency, comprehension, and vocabulary</p>	<p>1.3. Provide intensive reading instructions for students at Levels 1 and 2 on FCAT and those needing remediation in fluency, comprehension, and vocabulary</p>	<p>1.3. Reading Teacher Literacy Coach Title I paraprofessional</p>	<p>1.3. Teacher observation, classroom assessments, testing tools. Review of assessments and FCAT scores</p>	<p>1.3. FCAT 2.0, FAIR, Benchmarks</p>	

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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	
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011						
<p><u>Reading Goal #2:</u></p> <p>Enter narrative for the goal in this box.</p>							

**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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Literacy Coach	PD Participants (e.g. , PLC, subject, grade level, or school-wide) 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
Literacy Routines	6-12			1 hr. of Early Release Semi-monthly Staff/PD Schedule PD Days	Classroom coaching/On-going Mentoring/On-going	Literacy Coach
Book review: Designing & Teaching Learning Goals & Objectives	6-12	TSA Literacy Coach	School-wide	1 hr. of Early Release Semi-monthly Staff/PD Schedule PD Days	Teacher/Staff Collaboration	TSA
100 Book Challenge	6-12	Provider	TSA Teachers Literacy Coach Paraprofessional	Initial training 2 hours with monthly follow-up training	Classroom Coaching/On-going	Literacy Coach
SLC Framework for Quality Instruction	6-12	TSA Teachers District Specialists	School-wide	On-going August-July	Classroom Observations Lesson Plans	Classroom Observations Lesson Plans
Common Cose	6-12	Administration TSA Teachers District Specialists Administration	School-wide	On-going August-July	Classroom Observations Lesson Plans	Classroom Observations Lesson Plans

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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Reading Goals*

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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### 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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<p><b>1. Percentage of students making learning gains in mathematics.</b></p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1.</p> <p>Lack of basic skills</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Students in the lowest 25% who demonstrate learning gains will increase by 36%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% [0]</p>						

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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	
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #2:</u>  <i>Enter narrative for the goal in this box.</i>							

**Algebra End-of-Course (EOC) Goals**

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	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		

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

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		2.3	2.3	2.3	2.3	2.3	
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	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
Algebra Goal #3:  <i>Enter narrative for the goal in this box.</i>							

*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)).

<b>Geometry EOC Goals</b>	<b>Problem-</b>						
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	<b>Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		



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<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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		2.3	2.3	2.3	2.3	2.3	
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	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Geometry Goal #3:</u>  <i>Enter narrative for the goal in this box.</i>							

**Mathematics Professional Development**

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

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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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### *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

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*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)).

<b>Biology EOC Goals</b>	<b>Problem-Solving</b>						
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<b>Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Biology.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<u>Biology Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

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



**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

		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
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**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**

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><b>Civics_Goal #1:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Civics Professional Development**

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

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

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Revised May 25, 2012**

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

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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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

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

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

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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**

<p><b>I. Students scoring at Achievement Level 3 in U.S. History.</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><b>U.S. History_Goal #1:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					



**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**U.S. History Professional Development**

**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.

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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

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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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

*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.

<p><b>Guiding Questions to Inform the Problem-Solving Process</b></p> <ul style="list-style-type: none"> <li>● What career type does the program offer?</li> <li>● How does the program provide career exploration for all students?</li> <li>● What hands-on technical training does the program provide (type 3 programs)?             <ul style="list-style-type: none"> <li>■ For type 3 programs what industry certifications are offered?</li> <li>■ How many students earned industry certifications?</li> <li>■ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul> </li> </ul>
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\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>CAREER EDUCATION GOAL(S)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>					
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.	1.1.	1.1.	1.1.	1.1.		
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**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
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**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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<b>Subtotal:</b>	
Technology		
Strategy		Descr
	<b>Subtotal:</b>	
Professional Development		
Strategy		Descr
	<b>Subtotal:</b>	
Other		
Strategy		Descr
	<b>Grand Total:</b>	

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

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

<b>TRANSITION</b>	<b>Problem-Solving Process to</b>						
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<b>GOAL(S)</b>	<b>Increase Student Achievement</b>						
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		
<b>1. Transition Goal</b>	1.1. Student recidivism	1.1. Improve communication between the detention center education department and the homeschoools.	1.1. Core course teachers, support staff, Transition Specialist, JPOs	1.1. e2020 completion rate, student grades	1.1. e2020 progress reports, Progress Reports, Transition Specialist follow-up data		



**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p>Although students are in the facility for a short period of time, usually 21 days or less, our goal is to remediate and communicate with the student's home school to access current assignments or computer-aided instructional assignments to assist in maintaining their current academic level.</p> <p>With the assistance of the Title I Transition Specialist our goal is to have an 80% return rate of student going back to their home school, within the district.</p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					
	<p><i>Enter numerical data for current goal in this box.</i></p>	<p><i>Enter numerical data for expected goal in this box.</i></p>					
		<p>1.2. Student behaviors</p>	<p>1.2. Teach new behavioral skills</p>	<p>1.2. Core course teachers Support staff ESE Teacher</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Transition Professional Development**

**Professional Development**

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**2012-2013 School Improvement Plan Juvenile Justice Education Programs  
(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 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
<b>Subtotal:</b>	
Technology	
Strategy	Descr
<b>Subtotal:</b>	
Professional Development	
Strategy	Descr

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<b>Subtotal:</b>
Other	
Strategy	Descr
	<b>Grand Total:</b>

*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**

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
- How many students had excessive tardies (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance					
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	
<b>1. Attendance Goal # 1</b>	1.1.	1.1.	1.1.	1.1.	1.1.	
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>				

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u>  (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u>  (10 or more)					
	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u>  (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Attendance Professional Development**

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

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

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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 (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		
<b>Subtotal:</b>					
Technology					
Strategy	Description of Resources	Funding Source	Available Amount		
<b>Subtotal:</b>					
Professional Development					
Strategy	Description of Resources	Funding Source	Available Amount		
<b>Subtotal:</b>					
Other					
Strategy	Description of Resources	Funding Source	Available Amount		
<b>Grand Total:</b>					

*End of Attendance Goals*

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### Final Budget (Insert rows as needed)

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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### School Advisory Council

#### *School Advisory Council (SAC) Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

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.