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: Leon
Principal: Kelly Otte	Superintendent: Jackie Pons
SAC Chair: Terri Craig-Garren	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

List your school's on-site highly qualified administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data (learning gains). The school may include the history of Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data (learning gains). The school may include AYP information along with the associated school year.
Executive Director	Kelly Otte	M.P.A.	2	17	
Academic Manager	Belinda C. Green	MA ed. C & I, Principal K-12, English 6-12	10 months	7	No data

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Highly Qualified Instructional Coaches

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

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

Highly Qualified Teachers

List your school's highly qualified teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data (learning Gains). The school may include the history of Adequate Yearly Progress (AYP).

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data (learning gains). The school may include AYP information along with the associated school year.
English	Casey Duncan	Temporary English 6-12, BAEd. English	1 month	.5 yr.	No data available
Spirited Girls	Amy Warman	BSED, MA, MS ESE K-12, English 6-12	7 yrs.	6 yrs.	No data available
Social Studies	Lauren Haight	BSEd. Social Science, Social Science 6- 12	6 months	1 yr.	No data available
Mathematics	Michelle Gamble	Temporary Mathematics 6-12, BA English double major Mathematics Education, Doctorate Holistic Theology	1yr.	10 yrs.	No data available

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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. PACE Center for Girls will continue to work with the LCS school system to recruit teachers	Belinda Green	May 2013	
2. PACE Center for Girls will utilize the PACE internet job posting to recruit teachers	Belinda Green	May 2013	
3. PACE Center for Girls will utilize an interviewing committee which includes a student interviewing team with consensus to hire teachers	Belinda Green	May 2013	
4. PACE Center for Girls will engage each new instructional staff in 80 + hours of training before being placed in the classroom. Opportunities to attend both in and out of town professional development within PACE will be made available to staff.	Kelly Otte, Belinda Green	May 2013	

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
6	% (0)	33 % (2)	16 % (1)	34 % (2)	50% (3)	83% (5)	% (0)	0% (0)	0% (0)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amy Warman	Karen Minert	Direct Supervisor	Monthly Supervision, Classroom Observation, PD opportunities, Conferencing, SSS study, and Lesson Planning Assistance
Belinda C. Green	Lauren Haight	Direct Supervisor	
Belinda C. Green	Casey Duncan	Direct Supervisor	

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

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

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During the 2012-2013 school year, PACE Center for Girls—Leon County Schools and the Department of Education have begun the process of adopting the Common Core Standards, differentiated instruction, direct, and indirect instruction. All teachers will be provided staff development in" the Art and Science of Teaching" to increase our practice and attention to exercising best practices as well as extending knowledge. Each teacher will begin to use a software program designed to increase knowledge and vocabulary called " Flocabulary" to increase the students attention to and use of building a stronger vocabulary through rhyme and the spoken word.

*High Schools Only

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g) (j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Spirited Girls is required for all students and provides frequently real-world training for students—including career exploration and discovery, interviewing skills, applications, job shadowing and dressing for success. This course will continue to be a requirement.

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?

PACE Center for Girls provides several elective courses including Spirited Girls, Peer Counseling, Creative Writing and Reading. Additionally, students may select electives in science and math. Every student has a self-determined Vocational Goal and works with the Spirited Girls teacher to meet that goal.

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.

Students will be provided more opportunities to participate in job shadowing and specific career related mentor opportunities. Additionally, PACE Center for Girls will develop a Career Center to address the requirements of college readiness, GED preparation, and employability skills.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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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 2009-2010 common assessment data and 2010-2011 common assessment data, what was the percent increase or decrease of students maintaining learning gains?   ▪ What percentage of students made learning gains?   ▪ What was the percent increase or decrease of students making learning gains?   ▪ What are the anticipated barriers to increasing the percentage of students making learning gains?   ▪ What strategies will be implemented to increase and maintain proficiency for these students?   ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
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. Reading Goal #1: *Twenty six students are listed as 'matched' by the LCS School District. According to their reporting 4% (1) of those students scored a 4 or 5 and 8% (2) scored a 3 on the 2011 Reading FCAT. However, they report that 38% (10) made Learning Gains. However, significant numbers of students improved their overall FCAT Reading Scores. For example, 14% of 10th graders, 50% of 9th graders, 60% of 8th graders, 100% of 7th graders, and 40% of 6th graders.*	2011 Current Level of Performance:* *38% of matched students made Learning Gains* *14% of 10th graders improved their overall score..*	2012 Expected Level of Performance:* *50% of matched students will make Learning Gains* *25% of 10th graders will improve their overall FCAT score*	1.1. Students often enter the program with significant reading challenges including being 1-4 years behind in school.	1.1. PACE Center for Girls recently has an opening for a new Reading Teacher. PACE Center for Girls will fill the position with a highly qualified Reading Endorsed Teacher.	1.1. Amy Warman/Hiring Committee	1.1. Improved FAIR scores during progress monitoring	1.1. FCAT 2012 Scores
			1.2. Additionally, they often struggle with content area and non-fiction reading comprehension which is a large component of the FCAT Reading assessment.	1.2. FAIR data will continue to be shared with the academic staff.	1.2. Reading Teacher	1.2.	1.2.
			1.3.	1.3. Teachers will implement SREB Lesson Planning Strategies.	1.3. Content Area Teachers	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SREB Lesson Planning	All Content Areas	TBD	Content Area Teachers	Planning Day trainings Fall 2011, and Spring 2012	Monthly Teacher Supervision and Classroom Observation	Amy Warman

Reading Budget

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

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 2009-2010 common assessment data and 2010-2011 common assessment data, what was the percent increase or decrease of students maintaining learning gains?   ▪ What percentage of students made learning gains?   ▪ What was the percent increase or decrease of students making learning gains?   ▪ What are the anticipated barriers to increasing the percentage of students making learning gains?   ▪ What strategies will be implemented to increase and maintain proficiency for these students?   ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics. Mathematics Goal #1: Eighteen Students were reported as 'matched' by the LCS School District. Of those students 0% (0) earned a score of 4 or 5, and 11% (2) scored at a level 3 on the FCAT Mathematics Assessment. Additionally, of those matched students 33% (6) were reported as making Learning Gains. However, significant students made improvements to their	2011 Current Level of Performance:* *33% of matched students made learning gains.* *33% of students taking the Algebra I EOC earned a passing score.*	2012 Expected Level of Performance:* *50% of matched students will make learning gains.* *66% of students who take the Algebra I EOC will pass it on*	1.1. The EOC exams are a new requirement from the DOE and students are unfamiliar with the test, the online format. .	1.1. PACE will provide the math teacher with training on the testing format, the testing structure, and provide practice materials for the students.	1.1. Amy Warman	1.1. Monthly Supervision and classroom observations	1.1. EOC Exam scores

overall FCAT mathematics scores; For example 57% of 10th graders, 33% of 9th graders (see note), 83% of 8th graders, 60% of 7th graders and 60% of 6th graders. The 9th grade students participated in the first assessment of the Algebra I End of Course Exam and 33% passed the exam.	*the first assessment.*				
		1.2. Additionally, this coming year passing the exam is a requirement for graduation. For this reason, students may experience higher than usual test anxiety	1.2. The students will participate in a baseline, mid-year and then final EOC assessment.	1.2. Math Teacher	1.2. Student Interviewing and review of progress monitoring scores.	1.2.
		1.3.	1.3. Math tutoring opportunities will be provided for students who are struggling.	1.3. Math Teacher	1.3. Math teacher/tutor conferencing	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC Exams	9-10 Algebra and Geometry	TBD	Math Teacher	As scheduled by the LCS, access to the LCS math leadership	Monthly Supervision	Amy Warman

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

Algebra I remedial intervention	I CAN LEARN Software	RTTT funds	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Algebra I and Middle Grades remedial interventions	I CAN LEARN Software Professional Development	RTTT funds	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Mathematics Goals

Career Education Goals

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal 100% of student who attend PACE Center for Girls participate in the PACE Spirited Girls curriculum. 100% of students entering the PACE program complete a CHOICES career inventory and develop vocational goals. Of the 65 transition students 33% participated in Job Shadowing and 43% participated in a Mentoring program.	**2011 Current Level :*** *100% of students participate in the Spirited Girls course* *33% of transitioning students participated in Job Shadowing .*	**2012 Expected Level :*** *100% of student will participate in the Spirited Girls course* *45% of transitioning students will participate in Job Shadowing*	1.1. Students frequently come to PACE without definitive ideas about their futures and feelings of hopelessness.	1.1. Advisors and Academic Coordinators will provide additional outlets for career exploration: including more frequent job shadowing, community guest speakers and online career exploration	1.1. Academic Coordinator	1.1. Student Surveys	1.1. Outcome Measures Report
			1.2. Staffing incomplete at the beginning of the school year	1.2. Hire an Academic Coordinator to oversee the Career Center and provide additional Career and Transition services	1.2. Amy Warman	1.2. Student surveys and reports from participation in career activities	1.2. Outcome Measures Report
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Career Center Development	n/a	TBD	Academic Coordinator, Teacher's Aid	Fall 2011, Spring 2012	Monthly Supervisions	Amy Warman

Career Education Goal(s) Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	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 Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process
• 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)).

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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
1. Transition Goal			1.1. Students come to PACE with significant family, behavioral and mental health concerns. Many students are part of unstable family situations and most exhibit problematic behaviors while at PACE.	1.1. PACE Center for Girls will provide more family-centered services to wrap support around the entire family. Including extended hours for supervision.	1.1. LaShawn Gordon	1.1. Student/Parent Surveys	1.1. PACE Center for Girls Outcome Measures Report
Sixty Five girls transitioned from the PACE Center for Girls Program in the 2010-2011 school year. Of those 65, 27 students had an unplanned transition (41.5%). 80% of transition student earned at least one credit, and 62% received at least one promotion while in the program,. However, 44% of unplanned transitions were related to problematic behaviors. Additionally, 74% of students having an unplanned transition were on level 0 or 1.	2011 Current Level :* *41.5% of transitions were unplanned* *44% of unplanned transitions were based on behavior concerns.*	2012 Expected Level :* *25% of transitions will be unplanned* *25% of unplanned transitions will be due to behavior concerns.*					
			1.2.	1.2. PACE Center for Girls will emphasize conflict management and behavior/classroom management training for all staff	1.2. Amy Warman, LaShawn Gordon	1.2. Training Logs Monthly Supervisions	1.2.
			1.3.	1.3. PACE Center for Girls Advisors will promote the Level System and girls will take an active role in its development	1.3. Advisors, Kelly Otte (with Student Council)	1.3. Monthly Level Ceremonies	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conflict Management	All staff	Administration and PACE trainers	All staff	Ongoing	Monthly Supervisions, and Decreased Classroom Behavior Problems	Middle Management

Transition Goal(s) Budget

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

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			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			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 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 2010-2011?
▪ How many students had excessive absences (10 or more) during the 2010-2011 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive absences?
▪ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2011-2012?
▪ How many students had excessive tardies (10 or more) during the 2010-2011 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive tardies?

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- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2011-2012?

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Goal # 1			1.1. Transportation and Truancy Issues pose a significant barrier to student attendance and maintaining fewer tardies.	1.1. Parent Phone Call	1.1. LaShawn Gordon	1.1. Increased Attendance Rates Monthly Reports Decreased tardies	1.1. Monthly Attendance Reports
PACE Center for Girls kept an attendance rate of over 80% for all but one month during the academic school year. The lowest percentage of students with over an 80% average was December with an 78%, and highest was 91% in September.	2011 Current Attendance Rate:* *84.5% of students have an 80% of better attendance average.*	2012 Expected Attendance Rate:* *NO months lower than 80%. Maintain an average of 85% for all the year.*					
	2011 Current Number of Students with Excessive Absences (10 or more) *2.9% of students*	2012 Expected Number of Students with Excessive Absences (10 or more) *All months will less than 2 students (or 2%).*					
	2011 Current Number of Students with Excessive Tardies (10 or more) *Average of 14% with the highest being 25%*	2012 Expected Number of Students with Excessive Tardies (10 or more) *Decreased to 10% of students*					
			1.2.	1.2. Provide Bus Cards	1.2. LaShawn Gordon	1.2. Increased Attendance Rates Monthly Reports Decreased tardies	1.2. Monthly Attendance Reports
			1.3.	1.3. Advisor Incentives Attendance Goals	1.3. Amy Warman LaShawn Gordon	1.3. Increased Attendance Rates Monthly Reports Decreased tardies	1.3. Monthly Attendance Reports

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
Social Services	all	Middle	All staff	ongoing	Monthly Supervisions	LaShawn Gordon,

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Training, Gender-Specific Training, Building relationships		Management, PACE professionals				Amy Warman

Attendance Budget

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

End of Attendance Goals

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FINAL BUDGET (Insert rows as needed)

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

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.

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☐ Yes   ☒No

If No, describe measures being taken to comply with SAC requirement.
Parent recruitment through listserv development, monthly newsletter, Open House opportunities, parent/student activities and celebrations, and building community partners. Parent Meetings are scheduled for October 25, November 21st, January 31st, March 13th, and May 24th. SAC Meetings are scheduled for October 11, December 6th, February 16th, and April 10th.

Describe projected use of SAC funds.	Amount
Ideas are in development with the new Executive Director, Parent Liaison, and Parent Lead Volunteer.	

Describe the activities of the School Advisory Council for the upcoming year.
Hosting the Open House, Thanksgiving Luncheon, New Year's Celebration, a Spring Performance Night and Spring Commencement. Additionally, the SAC committee will build a partnership with the student counsel and provide leadership mentoring, and development of a Parent Volunteer base.