

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Non-Title I Middle Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Louise R. Johnson Middle School of International Studies	District Name: Manatee
Principal: Mr. Omar Edwards	Superintendent: Mr. Gaylor
SAC Chair: Mr. Paul Carrington	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Chair – Janelle Butler, Wende Wicks, Judy Rikard, Robin Hair, Ginny Marmo, Isabella Angelica, Ben Lawsen, and Jose Olade.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS Leadership Team will meet 3 times a month with the Chair facilitating. The MTSS Leadership Team will meet 3 times a month with the Chair facilitating. The committee will evaluate student functioning at the Tier I level and make any adjustments necessary to the school-wide interventions. The committee will identify students for Tier II interventions by making use of FCAT data. Students performing in the lowest quartile will receive Tier II support. The progress of these students will be monitored through FAIR, District Benchmark Assessments, District Writes, and Curriculum-Based Assessments. Those students with needs beyond the Tier II set of

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interventions will be identified for Tier III interventions. The Chair will share this information with all teams as needed as well as request necessary student data from teams.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The chair of the MTSS team will be a member of our SIP team. The chair will share recommendations from MTSS with the SIP committee. The MTSS team will assist the SIP committee with analyzing student data and interventions for the SIP goals.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The Data Source will come from FAIR, Math Benchmarks, District Writes, and District Science Assessments that are given two to three times a year before FCAT 2.0. The data sources will come from FAIR, Math Benchmarks, District Writes, and District Science Assessments that are given two to three times a year before FCAT 2.0. Behavioral data will be gathered through FOCUS reports on student discipline referrals.
Describe the plan to train staff on MTSS. Upon receiving district level training on the MTSS process, the chair with share this information via emails and faculty meetings. A request will be submitted for district level personnel to complete school wide training for our faculty.
Describe plan to support MTSS. MTSS will be supported in the following ways: Administration representation on our MTSS team Administration providing student assessment data Time given at faculty meetings to address interventions Administration will advocate for any resources needed to implement interventions Teams will be encouraged to have an MTSS focus for each team meeting Teams will provide student data when requested

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Chair – Omar Edwards, Lorie Starkweather, Wende Wicks, Jennifer Bell, Janelle Butler, Sharon Jefferson, Justin Kiner, Daniel Orban, Erika Phillips, Judy Rikard, Rodney Thompson, Kelly VanSerke, and Carolyn Washington
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Our school-based LLT meets one time per month. Principal informs team of our goals and strategies to achieve the goals of our SIP. Student performance data is monitored and communicated across grade levels to inform our instructional practices. The implementation of our IB Middle Years Program is monitored to ensure the goals of the program are being met.

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What will be the major initiatives of the LLT this year? The major initiatives of the LLT for this school year are to begin the implementation of the Common Core Standards, analyze the effectiveness of the supplemental strategies and interventions, mini assessments, lesson plans, develop professional learning activities to address areas of need, and to monitor the evaluation process for our IB Middle Years Program.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school. Johnson's entire faculty will read the book, "The Speed of Trust" by Stephen M.R. Covey.
Describe how the Lesson Study Plan will be implemented. The faculty will have to read approximately 45 pages per month and share out in their team meetings monthly. Activities will coincide with the reading.
What will be the major initiatives of the Lesson Study Plan this year? To have completed the book and have embedded the 4 Cores of Credibility. Integrity, character, intent, capabilities, competence leads to CREDIBILITY. In addition, our faculty will be Making and Managing Promises.

PART II: EXPECTED IMPROVEMENTS

Goals

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

Goals (READING)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>GOAL 1: By the end of the 2012/2013 school years there will be a 10% increase in the number of students proficient in reading as evidenced by FCAT 2.0. This year we will increase those proficient to 71% of 617, which corresponds to 438 students.</p> <p>GOAL 2: By the end of the 2012/2013 school year there will be a 3% gain in the number of students making learning gains in the Reading portion of the FCAT 2.0 This year we will increase those proficient 61% of 617, which corresponds to 376 students.</p> <p>GOAL 3: By the end of the</p>	Implement Common Core, those entering middle school as a low level 3 may lose DSS points and become non-proficient.	Continue with the FCIM Model weekly, utilize FAIR assessments to monitor student's progress, implement our MTSS Model as a guide. Professional Teaching and Learning in analysis, text and task complexity	Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.	Review Benchmark data reports to ensure teachers are assessing students according to the created schedule. Lesson Plans, Data Chats with students and within our teams, Data Wall, Literacy, Department, and Team Meetings monthly. Administrative Walk-Throughs/ Implement of Common Core, those entering middle school as a low level 3 may lose DSS points and become non-proficient	Analysis of FAIR Assessments and the use of our MTSS interventions by teachers.

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<p>2012/2013 school year there will be a 4% gain in the number of students making learning gains in the lowest 25% Reading portion of the FCAT 2.0. This year we will increase those proficient to 55% of 106, which corresponds to 376 students.</p>		<p>daily. Place Level 1's and 2's in Reading Remediation.</p>		<p>Observations.</p>	
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**Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

All students will become at least 70% proficient on the FCAT 2.0 Reading test. Schedule students into Reading Remediation either Read 180 or Voyager. Implementation text complexity and task complexity within all core classes.

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

Goals (MATH)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>GOAL 1: By the end of the 2012/2013 school year there will be a 12% increase in the number of students proficient in math as evidenced by FCAT 2.0. This year we will increase those proficient to 70% of our 617, which corresponds to 432 students.</p> <p>GOAL 2: By the end of the 2012/2013 school year there will be a 6% increase in the number of students making learning in math as evidenced by FCAT 2.0. This year we will increase those proficient to 65% of our 617, which corresponds to 401 students.</p> <p>GOAL 3: By the end of the 2012/2013 school year there will be a 8% gain in the number of students</p>	<p>Implement Common Core, those entering middle school as a low level 3 may lose DSS points and become non-proficient. Budget issues prevent administration from incorporating 100% of our level 1 student to be remediated.</p>	<p>Continue with the FCIM Model weekly, utilize benchmark assessments to monitor student's progress, implement our MTSS Model as a guide. Professional Teaching and Learning in analysis, text complexity daily, teachers taking turns shadowing one</p>	<p>Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.</p>	<p>Review Benchmark data reports to ensure teachers are assessing students according to the created schedule. Lesson Plans, Data Chats with students and within our teams, Data Wall, Literacy, Department, and Team Meetings monthly. Administrative Walk-Throughs/Observations.</p>	<p>Analysis of Benchmark Assessments and the use of our MTSS interventions by teachers, Lesson Plans, Walk-Throughs</p>

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making learning gains in the lowest 25% of the math portion of the FCAT 2.0. This year we will increase those proficient to 50% of 75, which corresponds to 38 students.		another for techniques in instructional delivery that are successful monthly. Place 1's and 2's in math remediation.			
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

All students will become proficient by scoring at least a 70% on the FCAT 2.0 math. Schedule students who are Level 1, 2, or Low 3 into math remediation. Implementation of text and task complexity in math.

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

Goals (WRITING)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012/2013 school years there will be a 22% increase in the number of students proficient in writing. This year we will increase those proficient to 50% of 175, which corresponds to 88 students.	Rubric Changed	Utilization of the FCIM Model, Professional Learning on reading strategies monthly, text complexity school wide yearly, collaboration within the Language Arts Department on writing. Training teachers on the new rubric.	Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.	Florida Writes, District Writes, Lesson Plans, Papers being graded only by our testing coordinators and a writing consultant to have more validity to the scoring of these papers, Lesson Plans, Data Chats with students and within our teams, Data Wall, Literacy, Department, and Team Meetings monthly. Administrative Walk-Throughs/Observations	Florida Writes and District Writes, Lesson Plans, and Walk-Throughs

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** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

All eighth grade students will become proficient by scoring a 4 or higher on the FCAT Writes. Implementation text and task complexity.

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

Goals (SCIENCE)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012/2013 school years there will be a 22% increase in the number of students proficient in writing. This year we will increase those proficient to 64% of 175, which corresponds to 112 students.	Data shows students lack the vocabulary skills needed to perform well on the FCAT Science Test	Students will keep vocabulary logs to learn and reinforce scientific terms, utilize the FCIM model weekly, task and text complexity in the classroom	Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.	FCIM Mini Assessments, Lesson Plans	Science Benchmark Assessment Data

** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

All eighth grade students will become proficient by scoring a 3 or higher on the FCAT Science. Implementation of text and task complexity.

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

Goals (DISCIPLINE)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012/2013 school	Student	Infusing our	Principal, Assistant	Utilizing the new Refocus	Referrals and Suspension Rate

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years there will be a 50% decrease in the number of suspensions.	behavior choices.	Learner Profiles terminology throughout campus by all faculty, staff and administration, and leading by example.	Principals, Department Chairs, Team Leaders, and Teachers.	forms allowing student to correct own behavior first before receiving a referral.	
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** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

All students will conduct themselves utilizing the Learner Profiles. Through our school-wide Refocus System students have the opportunity to refocus before receiving a consequence for their action.

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

Goals PARENT INVOLVEMENT	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012/2013 school years there will be a 50% increase in the number of parents/guardians participating in community service hours.	Parent involvement declines as students enter middle school and families working.	Build relationships with our parents and treat them as family so they feel welcome on campus Empower our parents to promote our school out in the community through their jobs, provide a variety of activities for parents to be involved such as	Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.	Parents will go through our RAPTOR System so we have documentation of their visits on campus. Ensuring parents are signing in for SAC, PTO or other meetings.	RAPTOR System Attendance Logs Sign-In sheets from PTO and SAC.

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		chaperoning at dances or field trips, and PTO and SAC.			
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** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

We would like to have more parent involvement at our school. We remind parents about PTO / SAC meetings in advance through our website and Connect Ed. PTO is organizing for parents to be at our school two times a week to do various things, which will assist our teachers and students.

Goals Recruiting / Marketing/ Retention	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.					
For the 2013/2014 school year through marketing the I.B. M.Y.P., 266 sixth grade students will choice to LRJMS for their middle school career. We will retain our current student population.	Competition of 100% School Choice and being a no zoned school.	Explore Johnson two times a year, attend all Elementary Schools SAC Meetings, Visit all 5 th grade classes within our district. Retain our current students by ensuring text and task complexity is embedded into the I.B. M.Y.P. Programme.	Principal, Assistant Principals, IB Coordinator, Department Chairs, Team Leaders, and Teachers.	Enrollment of incoming 6 th , 7 th , and 8 th grade students.	Enrollment

** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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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
By the end of the 2012/2013 school years there will be a 4% increase in the number of students proficient as evidenced by the Algebra EOC. This year we will increase those proficient to 95% of 61, which corresponds to 58 students.	This will be the first time these students will take an EOC which is a computer based exam. Students will be expected to master mathematical concepts two years above their achievement level. Time-management and organizational constraints, which include study skills acquisition.	Continue with the FCIM Model weekly, utilize benchmark assessments to monitor student's progress, implement our MTSS Model as a guide. Professional Teaching and Learning in analysis, text complexity daily, teachers taking turns shadowing one another for techniques in instructional delivery that are successful monthly.	Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.	Review Benchmark data reports to ensure teachers are assessing students according to the created schedule. Lesson Plans, Data Chats with students and within our teams, Data Wall, Literacy, Department, and Team Meetings monthly. Administrative Walk-Throughs / Observations	Algebra Honors EOC, Algebra Benchmark

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

95% of Algebra I students will pass the EOC Algebra I Honors computer based test. Implementation of text and task complexity.

Geometry End-of-Course Goals

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

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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
By the end of the 2012/2013 school years there will be a 1% increase in the number of students proficient as evidenced by the Geometry EOC. This year we will increase those proficient to 91% of 45, which corresponds to 41 students.	This year is our first year that the EOC for Geometry will be held accountable.	Continue with the FCIM Model weekly, utilize benchmark assessments to monitor student’s progress, implement our MTSS Model as a guide. Professional Teaching and Learning in analysis, text complexity daily, teachers taking turns shadowing one another for techniques in instructional delivery that are successful monthly.	Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.	Review Benchmark data reports to ensure teachers are assessing students according to the created schedule. Lesson Plans, Data Chats with students and within our teams, Data Wall, Literacy, Department, and Team Meetings monthly. Administrative Walk-Throughs / Observations	Geometry Honors EOC, Geometry Benchmark

** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

91% of Geometry I Honors students will pass the EOC Geometry I Honors computer based test. Implementation of text and task complexity.

Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

* 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				
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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By the end of the 2012/2013 school years there will be a 90% passing in the number of students proficient as evidenced by the Civics EOC. This year we will ensure those proficient to 90% of 228, which corresponds to 205 students.	New CCS implemented by the state. First time for teachers teaching the class.	Continue with the FCIM Model weekly, utilize benchmark assessments to monitor student's progress, implement our MTSS Model as a guide. Professional Teaching and Learning in analysis, text complexity daily, teachers taking turns shadowing one another for techniques in instructional delivery that are successful monthly.	Principal, Assistant Principals, Department Chairs, Team Leaders, and Teachers.	Lesson Plans, Data Chats with students and within our teams, Data Wall, Literacy, Department, and Team Meetings monthly. Administrative Walk-Throughs / Observations	Civics EOC
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

90% of the 7 th grade students will pass the EOC Civics computer-based test. Implementation of text and task complexity.

History End-of-Course (EOC) Goals – Middle and High School (if administered)

*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
N/A	N/A	N/A	N/A	N/A	N/A

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Professional Development at Your School

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
Text Complexity	6-8	Stark-weather	School-Wide	September 12, 2012	Walk Throughs / Observations	Administration
Text / Task Complexity	6-8	Stark-weather	School-Wide	October 10, 2012	Walk Throughs / Observations	Administration
Writing the Right Way	6-8	Stark-weather	School-Wide	November 14, 2012	District Writes Data	Administration
Common Core and IB Alignment	6-8	Stark-weather	School-Wide	February 13, 2013	Fair & Benchmark Data	Administration

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

School Advisory Council (SAC)

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 members 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 the measures being taken to comply with SAC requirements.

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The Principal is still in the process of recruiting from our Hispanic and Multi-racial population so that we have a balanced number of ethnic, racial, and economic community.

Describe the activities of the SAC for the upcoming school year.

Monitor the SIP and disbursement of the SAC funds.

Describe the projected use of SAC funds.	Amount
Support the Renaissance Program	\$1,000.00
Support TSA	\$800.00
Support OOTM	\$800.00

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