

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



**School Improvement Plan (SIP)  
Form SIP-1**



## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Team Success	District Name: Manatee
Principal: Fred Spence	Superintendent: Tim McGonegal
SAC Chair: Sharon Chewning	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

#### ***Coordination and Integration-Title I Schools Only***

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Team Success Charter School will utilize Title I funds for educational services which include professional development, materials and supplies, parent involvement activities, personnel costs, and extended day tutoring.
Title I, Part C- Migrant Team Success Charter School will utilize funds, if needed; to assist and support the education of the migrant students should their education be interrupted due to traveling due to their family's work.
Title I, Part D N/A
Title II Team Success Charter School will utilize funds for teachers and administrators to participate in professional development activities. (Part A)
Title III Team Success Charter School will use funds for helping our ELL students to become proficient English learners that meet the state academic standards as all students are expected to complete. (Part A)

**April 2012**

**Rule 6A-1.099811**

**Revised by Teaching & Learning Dept.,7/19/12**

## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><b>Title X- Homeless</b>            Team Success Charter School will participate in the Manatee County Project Heart program for homeless and families and students by way of referral and collaboration.</p>
<p><b>Supplemental Academic Instruction (SAI)</b>            N/A</p>
<p><b>Violence Prevention Programs</b>            Team Success Charter School will embed character education within curriculum to assist in violence prevention. Anger management group referrals will be made to those students that exhibit repetitive anger behaviors. Other referrals will also be made as needed to include mental health referrals. Team Success will work closely with Manatee County Sheriff's Office should any violence happen on the campus.</p>
<p><b>Nutrition Programs</b>            Team Success Charter School will infuse nutrition and health information in their physical education and science classes. In addition cafeteria staff will attend food and nutrition trainings to be aware of guidelines for the cafeteria food.</p>
<p><b>Housing Programs</b>            Team Success Charter School will refer families to community housing programs and have their information available to families.</p>
<p><b>Head Start</b>            Team Success Charter School will collaborate with Head Start to make referrals to our Kindergarten program as well as offer a summer transition program for Head Start to Team Success.</p>
<p><b>Adult Education</b>            Team Success Charter School will refer parents in need of adult education services to the Manatee County Adult Education division.</p>
<p><b>Career and Technical Education</b>            Team Success Charter School will incorporate career and technical education into the middle school curriculum. All 7th and 8th graders will receive career education as mandated by A++ requirements.</p>
<p><b>Job Training</b>            Team Success Charter School will educate middle school students on workplace skills and make connections with school ready skills.</p>
<p><b>Other</b>            N/A</p>

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

<b>School-Based MTSS/RtI Team</b>
<p><b>Identify the school-based MTSS Leadership Team.</b>            The school-based RtI Leadership Team includes Fredrick Spence, Principal, Amiee Fleming, Director, Sharon Chewning, RTI Specialist, Brigitte Wagner, Elementary Teacher, and Tony Alves, Middle School Teacher.</p>
<p><b>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? When administrators meets with teachers and student concerns are identified, the RtI team will be called to discuss the student concern. Once progress monitoring data is obtained through FAIR and benchmark assessments, the RtI team will consult with each teacher to implement the appropriate interventions.</b></p>
<p><b>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 RtI Leadership Team will provide input on the academic as well as behavior goals within this school improvement plan. The team will also assist in monitoring the goals with the use of data.</b></p>

**April 2012**

**Rule 6A-1.099811**

**Revised by Teaching & Learning Dept.,7/19/12**

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>MTSS Implementation</b>
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. Mathematics Data Source: District Math Benchmark Assessments Science Data Source : District Science Benchmark Assessments Writing Data Source : District Writing Assessments Behavior Data Source : Quick Query Discipline Data
Describe the plan to train staff on MTSS. The RtI Leadership Team will send at least one representative to the RtI Follow Up meeting then the team will collaborate with district staff to set up trainings for the whole staff.
Describe plan to support MTSS. The RtI Leadership Team will send at least one representative to the RtI Follow Up meeting then the team will collaborate with district staff to set up trainings for the whole staff.

***Literacy Leadership Team (LLT)***

<b>School-Based Literacy Leadership Team</b>
Identify the school-based Literacy Leadership Team (LLT). The school-based LLT Leadership Team includes Fredrick Spence, Principal, Amiee Fleming, Director, Sandra Molignano Elementary Teacher, and Ellen Johnson, Elementary Teacher.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT Team will be involved in administrative meetings with literacy as an agenda item according to need. Administrative meetings take place weekly.
What will be the major initiatives of the LLT this year? To train ALL staff on SRA. To incorporate Reading Streets as a phonics instruction. To monitor time that students in need of remediation spend in deficient subskill group and train the teachers to implement literacy interventions while using differentiated instruction.

***Lesson Study***

<b>Lesson Study</b>
Identify the Lesson Study Plan for your school Teachers will work together in creating lesson plans.
Describe how the Lesson Study Plan will be implemented While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson.
What will be the major initiatives of the Lesson Study Plan this year? To make sure that lessons are effective and collaborative.

***\*Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Team Success Charter School will offer a two-week summer transition program for incoming Kindergarten students called Kindergarten Academy. Students will be taught by the Kindergarten teacher as the teacher assesses current knowledge and teaches school readiness skills. The students will be familiar with the school campus and staff by the time school begins. Team Success will target Headstart populations and other early childhood centers to make them aware then enroll them in the summer FLKRS will be given to all students that

**April 2012**

**Rule 6A-1.099811**

**Revised by Teaching & Learning Dept.,7/19/12**

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

enroll in Kindergarten within their first 30 days of school.

***\*High Schools Only***

Note: Required for High School-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?

N/A

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?

N/A

***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](#).

N/A

**PART II: EXPECTED IMPROVEMENTS**

**Goals**

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

Goals (Subject)	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 year, there will be a 5% increase in each grade in the number of students achieving above proficiency (FCAT Levels 4 and 5) in reading.	Lack of progress monitoring and use of data to drive instruction	Team Success will implement FAIR assessment data to monitor student progress and use this data to	Amiee Fleming- Director Fred Spence- CEO	We will review FAIR data reports to ensure teachers are assessing students according to the schedule and using that data to assist with	We will review FAIR data reports to ensure teachers are assessing students according to the schedule and using that data to assist with instructional goals for each student. FCAT data

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		provide students with rigorous academic instruction. Students will be provided explicit instruction to increase academic achievement		instructional goals for each student.	review.
--	--	--	--	---------------------------------------	---------

*\*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).*

By the end of the 2012-2013 school year, there will be a 5% increase in CELLA proficiency.

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

Goals (Subject)	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 year, there will be a 10% increase in each grade in the number of students who are achieving proficiency (FCAT Level 3) in reading.	Explicit instruction in reading for all students.	All classrooms will have an uninterrupted 90 minutes reading block and an average of 60 additional minutes provided for deficient subskills. Instruction will be driven by analyzed data from each FAIR assessment. Teachers will have Collaborative planning times. Small group tutoring will be made available to students on Saturdays in January.	Amiee Fleming- Director Fred Spence- CEO	Walkthroughs, peer evaluations, and district personnel observations	(1) Lesson plans, (2) standards in Manatee Core Curriculum Quarterly checklist, and (3) reading assessments.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

*\* 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).*

By the end of the 2012-2013 school year, there will be a 5% increase in CELLA proficiency.

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

Goals (Subject)	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 year, there will be a 5% increase in each grade in the number of students achieving proficiency (Level 3) in FCAT mathematics.	Additional time for explicit and direct math instruction.	Create additional time in master schedule to allow for students to have direct individualized remediation.	Amiee Fleming- Director  Fred Spence- CEO	Student growth charts will be monitored for growth, administration team and teachers will observe students and instruction	Benchmark assessments, informal and formal assessments, and student growth chart.

*\* 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).*

By the end of the 2012-2013 school year, there will be a 5% increase in CELLA proficiency.

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

Goals (Subject)	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 year, there will be a 5% increase in each grade in the number of students achieving above proficiency (Levels 4 and 5) in FCAT mathematics.	Lack of progress monitoring	Assess student progress at regular intervals using materials provided in the Go Math! Series to monitor student progress.	Amiee Fleming- Director  Fred Spence- CEO	Grade level teams will meet with administration biweekly	Progress monitoring data, meeting notes, and data wall

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

*\* 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).*

By the end of the 2012-2013 school year, there will be a 5% increase in CELLA proficiency.

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

Goals (Subject)	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 year, there will be a 30% increase in grades 5th and 8th in the number of students achieving proficiency (Level 3) in FCAT Science.	Collaborate with the district science curriculum specialists on effective strategies and instructional focus	The science teacher will collaborate with the district	Amiee Fleming- Director  Fred Spence- CEO	PLC meetings and one on-one chats with administration team	Classroom observations, and walkthroughs.

*\* 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).*

By the end of the 2012-2013 school year, there will be a 5% increase in CELLA proficiency.

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

Goals (Subject)	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 year, the number of students achieving (FCAT Level 4.0 and higher) will increase by 1%.	Students lacking foundational writing skills	Work closely with students using Write Traits program along with the Manatee County Core Curriculum	Amiee Fleming- Director  Fred Spence- CEO	Students writing skills will increase	Teacher monitoring, and FCAT Florida Writes 2.0

*\* 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).*

**April 2012**

**Rule 6A-1.099811**

**Revised by Teaching & Learning Dept.,7/19/12**



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

By the end of the 2012-2013 school year, there will be a 5% increase in CELLA proficiency.

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

\* 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

\* *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).*

**Geometry End-of-Course Goals (if applicable)**

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

\* *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).*

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

\* 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				

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

*\* 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).*

\* 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

*\* 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).*

**Professional Development at Your School**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Model School Conference	K-8	Teachers, Administration	K-8 teachers and administrators	June 2013	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration
ASCD	K-8	Teachers, Administration	K-8 teachers and administrators	April 2013	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration
SRA Direct Instruction	K-8	K-8 All teachers	K-8 teachers and administrators	Ongoing throughout school year	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration
Kagan	K-8	K-8 All teachers	K-8 teachers and administrators	Ongoing throughout school year	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration

**April 2012**

**Rule 6A-1.099811**

**Revised by Teaching & Learning Dept.,7/19/12**

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

CRISS	K-8	K-8 All teachers	K-8 teachers and administrators	Ongoing throughout school year	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration
National Charter School Conference	K-8	Teachers, Administration	K-8 teachers and administrators	January 2013	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration
School wide book study "Teaching with Poverty in Mind"	K-8	Administration	K-8 teachers and administrators	Ongoing throughout school year	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration
National Council of Teachers of Mathematics	K-8	National Council of Teachers of Mathematics	K-8 teachers and administrators	Ongoing throughout school year	Classroom walkthroughs, progress monitoring, Teacher Observations, lesson plans	Administration
National Science Teacher Association Conferences	5-8 Science	National Science Association	Science Teachers 5-8	March 2012	Observations, Lesson Plans, and Walk throughs	Administration

**Budget (Insert rows as needed)**

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading- SRA Corrective and Reading Mastery	Teacher and student materials	Title I	9000.00
Mathematics Purchase Manatee County Core Curriculum Go Math	Books and Materials	Title I	5000.00
Inform parents of different strategies that they may use to assist their child/children	Monthly parent flyers with reading , math, and writing ideas and strategies in both english and spanish	Title I	\$550.00
Host a Literacy night for parents	Host a Literacy night for parents to come and learn different strategies as well as have reading groups and information for parents, vendor, supplies and materials, food, childcare, printing	Title I	\$1,500.00
Host a Math night for parents	Host a Math night for parents to come and learn different strategies as well as have reading groups and information for parents, vendor, supplies and materials, food, childcare, printing	Title I	\$1,500.00
Agendas	Inform daily of students activities	Title I	\$1,000.00
Parent-At home resources for parents to work with their child	Books to assist parents with teaching skills over the summer	Title I	\$2,000.00
			<b>Subtotal: 20,550</b>
Technology			

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Strategy	Description of Resources	Funding Source	Amount
Have students use Ipads to develop concepts	Ipads	Title I	\$4000.00
Use of technology to assist with Math instruction	IXL	Title I	\$3000.00
			<b>Subtotal:7,000</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan	Training on Kagan Strategies	Ttitle I	\$1000.00
Model School Conference	Assist in developing staff through Instructional professional development using model schools	Title I	\$6000.00
Common Core	Training on the new Common Core Standards	Title I	\$14,000.00
			<b>Subtotal:21,000</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase student knowledge with hands on activities/experiments	Items needed for various experiments	Title I	1500.00
			<b>Subtotal:1,500</b>

**Dropout Prevention Goal(s)**

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement 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. Dropout Prevention</b>						
<u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
<i>Enter narrative for the goal in this box.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>				

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.					

**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.

Describe the activities of the SAC for the upcoming school year.
1.SAC will continuously review and maintain the implementation of the school improvement plan. 2.SAC will analyze the needs assessment data to make positive recommendations for the school. 3.SAC will provide input toward the parent involvement plan for the school. 4.SAC will monitor implementation of the parent involvement goals for the year.

Describe the projected use of SAC funds.	Amount
No data submitted	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**