

Creekside Junior High School
6-8
Lisa Virga, Principal
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
Emerging strength in ELA for 14/15 as 6th and 8th grades were highest and 7th grade was second highest. Both 6th and 8th grade ELA have shown consistent growth from 12/13 to 14/15.	1	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
There is a strong class trend for the Hispanic subgroup in math and ELA in 6th grade for 13/14 and 7th grade in 14/15.	2	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
Hispanic subgroups for ELA and Math are potential subgroup strengths. 8th Grade Black ELA and Math have also improved and are a potential subgroup strength.	3	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
Whole School ELA gap decreased 1.5% points. SWD ELA gap has decreased 8.4% points across 3 years.	4	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
White subgroup in ELA and Math are potential strengths.	5	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
Math 6th grade for 13/14 and 14/15 is a potential subject area weakness. From 12/13 to 14/15, the score has declined 37 points. Consideration must be given to standard changes that left standards untaught due to shifting downward grade levels. Eureka math was implemented then removed, leaving a deficit.	1	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
Math 6th grade SWD is a potential subgroup weakness for two years from 13/14 and 14/15.	2	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
SWD in math as a whole school is a potential subgroup. 6th Grade White, Economically Disadvantaged, and SWD are all potential weaknesses.	3	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
Math SWD gap increased from 19.9 to 34.2 for a total of 14.3% point gap.	4	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis
SWD subgroup in ELA and Math are potential weaknesses; however SWD subgroup in math has grown in proficiency by 2.5% from 12/13 to 14/15 for 8th grade.	5	Improving Trends for Whole School; SPS Grade Level Index; Subject Area Index; Subgroup Trend Data Analysis

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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 Continue to “grow” ELA scores through PD, complex texts, and rigorous instruction and assessments
2 “Grow” math scores using study skills classes, computer-based remediation, and infusing math across the curriculum
3 “Grow” this year’s 7 th grade SWD math scores (14-15 6 th grade) through smaller group instruction, computer-based remediation, math sprints, RACE problems and identified weaknesses through CBAs.
4 Continue to decrease ELA gap through inclusion classes, small group instruction, computer-based remediations, graphic organizers, and other interventions.
5 Continue to “grow” ELA scores by infusing close reads and writing across the curriculum, including science and social studies.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 94.5%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><u>Professional Learning Communities (PLCs)</u>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, Curriculum Specialist, Principal, Assistant Principal, RHT/TRT, substitutes, presenters, schedules etc.) PAS Representative, AT Liaison, Curriculum Specialist, Principal, Assistant Principal, TRT, Counselor, MHP, teachers, paras, subs</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ <input checked="" type="checkbox"/> GFF ___ SRCL ___ <input checked="" type="checkbox"/> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Use of Title II for subs for PD. GFF for paper, binders, sticky notes, etc. for PD.</p>
<p>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities N/A</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ SRCL ___ IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> ●Faculty meetings for parish and state-mandated trainings ●Parish required PD days – Curriculum, Assessment, SpEd, AdvancED ●After-school, before-school, and district sponsored professional development ●New Teacher Meetings ●Learning Walks ●Grade-Level Meetings ●Guaranteed Curriculum Review ●Teacher Surveys ●Co-Teaching Trainings/Meetings 	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ <input checked="" type="checkbox"/> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Substitues for PD</p>

5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

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<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<ul style="list-style-type: none"> ◆ Describe how parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet. Letters were mailed including scores and interpretation guides. On December 8, 2015, an evening meeting was planned for parents to receive more information, have a verbal explanation of test scores, receive information about standardized testing for Spring 2016, and to ask questions. ◆ Describe how parents will be encouraged to participate in decision making opportunities about their child's education. Identify specific decision-making opportunities for parents, <ul style="list-style-type: none"> ▪ Parent Conferences ▪ SAT meetings ▪ IEP meetings ▪ IAP meetings ▪ PTA ▪ Gator Dads ▪ Scheduling request forms ◆ List specific school events that include parent involvement and training activities. <ul style="list-style-type: none"> ▪ Sixth Grade Meet and Greet ▪ Open House ▪ Understanding Test Scores Meeting ◆ Identify parent communication strategies used at your school. <ul style="list-style-type: none"> ▪ Teacher Web ▪ Creekside Website ▪ Robo calls ▪ Planners ▪ Emails ▪ Conference calls ▪ Gator Dads ▪ PTA ▪ Parent Information Guides for sixth grade (PIG) ▪ Letters 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u>X</u> Other 	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> Planner for each student Paper Conference forms in triplicate Subscriptions to Teacher Web for all teachers Postage

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<p>◆In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings such as Sixth Grade Meet and Greet and Understanding Test Scores.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p>___ Title I <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>

<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list at least one for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <p>Principal/AP/Counselor visit schools in April/May to meet with incoming students at feeder schools to discuss expectations, scheduling, clubs, and answer questions.</p> <p>Students from feeder schools visit CSJH in April/May for a “pep rally” and tour of the school. 6th Grade Meet and Greet in August.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Outgoing students</p> <p>AP of Curriculum and counselor from PRHS spend the day to discuss scheduling in the ELA classes Scheduling Night at CSJH for 8th graders and their parents with PRHS AP, counselors, and some of their teachers.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Subs for PD Paper</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning. For example: EAGLE testing, DIBELS, Accelerated Reader/STAR assessments, beginning-mid-year-end of year assessments/checkpoints, etc.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p>
<p><i>Add additional assessment activities as needed.</i></p> <p><i>CBA's</i></p> <p><i>Fast ForWord</i></p> <p><i>Achieve 3000</i></p> <p><i>Reflex Math</i></p> <p><i>RAPS</i></p>	<p>Copy list from above for each activity described.</p> <p>BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Paper</p>

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Creekside's students experience, a Mental Health Provider will work with students for 26 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Principal) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, the assistant principal will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <ul style="list-style-type: none"> ▪Gator Card ▪PBIS field trips ▪Breakfast Club ▪Honor Roll Sock Hops ▪Student of the Month Luncheon Recognition ▪ALI Aces ▪Broadcast lessons ▪MAE Social Circles 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>PBIS monies Student Fees/fundraisers</p>

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<p><u>Instructional Program Enhancements</u> Where applicable discuss how your teachers, paraprofessionals, timesheet employees, tutors, etc. are used to improve the academic performance of lower achieving students.</p> <ul style="list-style-type: none"> ▪Check in-checkout ▪Touch point teachers ▪Gator cards ▪After-school volunteer tutoring ▪Honor Society tutoring ▪KIT tutoring ▪Lunch academic assistance ▪After-school academic assistance ▪Pullouts for Reflex Math ▪Inclusion Classes 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring Programs-Pull out</u> 1-How students are identified</p> <ul style="list-style-type: none"> ▪SAT ▪Grades ▪CBA's ▪Parent requests ▪Teacher requests <p>2-How students are progress monitored</p> <ul style="list-style-type: none"> ▪Interim grades ▪Report card grades ▪Teacher feedback ▪Reports from Intervention Programs ▪IRP 3 forms <p>3-How is the tutoring program evaluated</p> <ul style="list-style-type: none"> ▪Improved grades ▪Student attendance ▪Student usage ▪RTI progress monitoring 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring/Helping Hands-Push-in</u> <u>Helping Hands-Push-in not available at Creekside Junior High School...</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><u>Technology Resources and Personnel:</u></p> <p><u>General Technology</u> to increase student engagement: For example, Activboards, Votes, Expressions, ipods, computers, printers, laptops</p> <p><u>Technology Interventions/Progress Monitoring</u> List programs and describe how students are selected and monitored for each program identified.</p> <ul style="list-style-type: none"> ▪ Reflex math – identified by students with math goals, SAT process, parent request, and teacher request ▪ Fast ForWord – all 6th graders this school year were scheduled for at least a semester since we had no test scores although we did look at 13/14 test scores and 14/15 grades. Grades 7th and 8th were either through the IEP process, RTI process, SAT, poor performance in ELA 14/15 school year and/or due to repeating the grade ▪ My Reading Coach – students governed under an IEP ▪ Achieve 3000 - Grades 7th and 8th were either through the IEP process, RTI process, SAT, poor performance in ELA 14/15 school year and/or due to repeating the grade 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u>X</u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Promethean board from fund raising Printers and scanners from fund raising</p>
<p><u>Special Education Program Design</u></p> <p>SWD subgroup data shows a need for more intense help therefore this year we have more resource classes.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><u>Student Assistance Team (SAT):</u> Teachers with concerns about students collaborate as a TAT. In addition our teachers hold conferences with parents for students who are struggling. At a parent/teacher conference, the Pre-SAT paperwork is begun if needed. Interventions are put in place and monitored by the teacher involved. If a student does not progress sufficiently with the interventions through the TAT and Pre-SAT processes, that student will be brought to SAT by either parent or teacher. The SAT team meets weekly to biweekly. At those meetings, all stakeholders discuss difficulties being faced and determine appropriate research-based interventions to add or replace existing interventions. The stakeholders include, but are not limited to, a Pupil Appraisal representative, the counselor, the regular education teacher, family members, the student, and the SAT chair. In addition, the Assistive Technology Pilot team meets once a month to discuss students who use or who could benefit from assistive technology. The technology coordinator works with all teachers and committees to ensure the technology needs are met.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Supplies for students for the classroom Substitutes for PD</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) <i>Title I or Title II</i> State grade and how data supports this decision for this position and how it will be utilized to address student needs. <i>YES class is designed to help eighth grade students who are at risk for academic failure. There are no more than 15 students allowed in the YES class, which allows for less distractions and more personalized attention and interaction.</i></p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. • McKinney Vento-students who are academically struggling are eligible for tutoring. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">Monies for tutors provided through the KIT program</p>

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p><i>Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year.</i></p> <p>We work through professional communities during planning periods and during after school meetings. Math teachers have shared ideas to integrate math concepts across the curriculum. Scores are examined and discussed from different perspectives. Recommendations based on the information available are made to assist in planning.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL <u> X </u> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">Substitutes for PD when needed</p>
<p><u>HOW</u> are the <u>results of this assessment REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</p> <p>Faculty receive the report of the results of this assessment during professional development times. Teachers and other faculty members review the data and the results. An evening meeting for parents was planned for December 8, 2015, to discuss the results.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p>