

Folsom Junior High
6-8
Sharon S. Garrett
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><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
Accumulated 9 th grade credits	1	CRT Data, Observations, Pre/Post Data
6 th grade ELA	2	CRT Data, Observations, Pre/Post Data
6 th grade Science	3	CRT Data, Observations, Pre/Post Data
White subgroup	4	CRT Data, Observations, Pre/Post Data
Black subgroup achievement gap decrease	5	CRT Data, Observations, Pre/Post Data

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
SWD subgroup	1	CRT Data, Observations, Pre/Post Data
6 th , 7 th , & 8 th grade Math	2	CRT Data, Observations, Pre/Post Data
8 th grade all subjects	3	CRT Data, Observations, Pre/Post Data
	4	
	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1By May 2016, 85% of SWD will increase ELA proficiency on state standardized tests by 5%.
2By May 2016, 85% of SWD will increase Math proficiency on state standardized tests by 5%.
3By May 2016, 85% of 6 th , 7 th , & 8 th grade students will increase Math proficiency on standardized tests by 5%.
4By May 2016, 85% of 8 th grade students will increase proficiency in all subject areas by 5%.
5

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

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3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified ____84%____

- 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.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><i>Professional Learning Communities (PLCs)</i>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, Curriculum Specialist, Principal, Assistant Principal, RHT/TRT, substitutes, presenters, schedules etc.)</p> <p>Principal, Assistant Principal, RHT, all teachers, and curriculum specialists (as needed) will participate in weekly PLC's. Teachers meet within their PLC groups at least once per week during their extra planning time, then again EVERY Friday with administration to debrief and receive updates on Special Education, Curriculum, PBIS, and other pertinent topics.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials</p>
<p><i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i></p>	<p>10. BUDGETS used to support this activity:</p> <p>___ 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:</p> <p>___ 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:</p> <p>Substitutes Copies Instructional Resources Materials</p>

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

<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>		
<p>Opportunities for parents to give input and learn more about the school and their student's education include: Hawk Walk Thru, Open House, Assemblies and Programs, Parent Conferences, Guidance Counselor Information Meetings, PTA Meetings, Parent Surveys, 5th Grade Orientations, and JPAMS.</p> <p>All opportunities for parents to meet are advertised on the school's website and on the outside bulletin board. Parents who share their email addresses also receive information through email. Special meetings are advertised through letters that go home with the students and the schools "call out" system.</p> <p>Parents receive personalized invitations (letters and phone calls) to SAT meetings, IEP meetings, and Parent Conferences.</p> <p>Parent/Teacher communication is in the form of phone calls, letters home, notes in the agendas, and information posted on the teachers' individual webpages.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" 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 strategy/activity:</p> <p>Copies Instructional Resources Materials</p>
<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.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" 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 strategy/activity:</p> <p>Copies Instructional Resources Materials</p>

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Parents are provided information on how to access the curriculum during Hawk Walk Thru, Open House, and PTA Meetings		
<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>	<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>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>
<i>Add additional parental involvement activities/strategies as needed.</i>	Copy list from above for each activity described.	Item(s) to be purchased to support this activity:

7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.		
<p>Incoming Students</p> <p>Incoming 5th grade students and their parents are invited to participate in an orientation at the end of the school year to familiarize them with the school building, their teachers, the courses, and extra-curricular activities they will experience in 6th grade. Before school starts, the students and their parents are invited to Hawk Walk Thru to help them become familiar with the school.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" 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>Item(s) to be purchased to support this activity:</p> <p>Copies Materials</p>
<p>Outgoing students</p> <p>Eighth grade students will participate in activities throughout the year to help them transition to the high school. Some of the activities include: meeting individually with the counselor to discuss goals and 5 year plan and "cub day" activities on the high school campus. High School counselors also visit the school to present information to the 8th grade students to facilitate an easier transition.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" 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>Item(s) to be purchased to support this activity:</p> <p>Bus transportation Copies</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>Copies</p> <p>Instructional Resources</p> <p>Materials</p> <p>Substitutes</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning. For example: EAGLE testing, Accelerated Reader/STAR assessments, beginning-mid-year-end of year assessments/checkpoints, etc.</p> <p>Teachers use STAR assessments and RAPS360 to assess reading levels at the beginning, middle, and end of the school year.</p> <p>Teachers use pre and posttests that are provided in the Guaranteed Curriculum before each unit to plan lessons and monitor understanding of the material.</p> <p>Students are progress monitored throughout the year using EAGLE testing.</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>Copies</p> <p>Instructional Resources</p> <p>Materials</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</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 Folsom Jr. High students experience, a Mental Health Provider will work with students for <u>20</u> 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 (Sharon Garrett & Amy Barrow) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mary Barnes (counselor) 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><input type="checkbox"/> Title I <input checked="" 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>N/A</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <p>Highly qualified teachers, as per SWPBS will post, teach, and provide students and parents with a copy of their classroom rules, consequences, and rewards. Further information will be found in the school's handbook, the district handbook, and on the school's and district's websites. Student rewards will be chosen each nine weeks by the PBS committee which meets on a monthly basis. Rewards are given for no tardies and no discipline. A cumulative no discipline party takes place at the end of the school year.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials</p> <p>Items purchased each 9 week period will depend upon the rewards chosen by the PBS committee and student surveys.</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> <p>N/A</p>	<p>10. BUDGETS used to support this activity:</p> <p><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>
<p><u>Tutoring Programs-Pull out</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><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>
<p><u>Tutoring/Helping Hands-Push-in</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><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>
<p><u>Technology Resources and Personnel:</u></p> <p><u>General Technology</u> to increase student engagement: For example, Activboards, Votes, Expressions, ipads, Kindles, computers, printers, laptops</p> <p>Highly qualified teachers will facilitate the use of graphing calculators, interactive whiteboards, student response systems, and other forms of technology to help students develop math and writing skills using real life situations and provide</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials</p>

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<p>students with effective and engaging lessons.</p> <p><u>Technology Interventions/Progress Monitoring</u> List programs and describe how students are selected and monitored for each program identified.</p> <p>Students will use programs such as Achieve3000, Fast ForWord, My Reading Coach, and SRA as interventions to improve literacy across all disciplines. Students are selected based upon their standardized test scores, curriculum-based assessments, and RAPS 360 results.</p>		
<p><u>Special Education Program Design</u> <i>Answers ranged from total Inclusion to total resource.</i> <i>Any answer given here must first cite the SWD subgroup data as a basis for the design of your program. For example—This year we had a large number of higher performing students, so we expanded the size of our inclusion program. OR This year we have a large population of moderate students who are mostly self-contained.</i></p> <p>The SWD subgroup is a potential weakness due to consistently lower proficiency scores across all grades and subject areas.</p> <p>Due to the large number of SWD who do not score proficiently on standardized tests, Folsom Jr. High participates in the co-teaching model for special education. All special education students participate in Inclusion classes with a highly qualified regular education teacher and a highly qualified special education teacher. This model has proven to be successful in helping SWD and regular education students grow academically.</p> <p>SWD are monitored regularly to track progress.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials</p>

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<p><u>Student Assistance Team (SAT):</u> <i>Indicate how the SAT process works at your school to support teachers, students and families with any student concerns and provide research-based interventions, additional assistance, referrals, and screenings as needed to support the students' and teachers' needs.</i></p> <p>If a teacher or parent has concerns for a student, a parent conference is scheduled and the parent and teacher work together to resolve the issue. If the issue cannot be resolved with a parent conference, then the student is brought to SAT where a team uses data to determine the appropriate research-based interventions. Interventions are put in place and monitored by the SAT team to determine the next course of action.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" 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> <p>Copies Instructional Resources Materials</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) <i>Title I or Title II</i> <i>State grade and how data supports this decision for this position and how it will be utilized to address student needs.</i></p> <p>N/A</p>	<p>10. BUDGETS used to support this activity:</p> <p><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>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

<p>10. COORDINATION OF PROGRAMS</p>		
<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. 	<p>10. BUDGETS used to support this activity:</p> <p><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</p>	<p>Item(s) to be purchased to support this activity:</p>

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<ul style="list-style-type: none"> • 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. • Students in participating schools are entitled to attend 21st Century programs in the afternoons. • Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents. 	<input type="checkbox"/> Other	
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11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?

<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>SIP committee meets during PLC planning time to discuss programs and use data to determine effectiveness in order to plan for the next year.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" 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>Item(s) to be purchased to support this activity:</p> <p>Copies</p>
<p><u>HOW</u> are the <i>results of this assessment</i> <u>REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</p> <p>Faculty members are given the opportunity to participate in SIP committee meetings. Once the SIP is completed, administration presents the information to the faculty during administrative PLC time.</p> <p>The SIP is presented to parents/community members during a PTA meeting. Parents are given the opportunity to view the plan and make suggestions as needed.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" 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>Item(s) to be purchased to support this activity:</p> <p>Copies</p>