

*Honey Island Elementary School*  
*Grades 2 and 3*  
*Mary Jane Smith*  
**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>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
ELA/Math/Science/Soc. Studies – High Index scores	1	CRT Trend Data – 92.9 to 99.6
Reading Fluency for Second Grade – High Benchmark	2	DIBELS
ELA Achievement Strong over 3 years	3	SPS 99.6
Subgroups Achievement Gap Decreases – Black, LEP, and Hispanic	4	iLEAP Trend Data
PBIS Program and School Culture	5	Survey Data

**CHALLENGES**

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Math Index Dropped, although still high	1	CRT Index
Students With Disabilities – Low Scores, High Achievement Gaps	2	CRT, Achievement Gap Trends, Student Enrollment
Social Studies Low Score 3 years in a row, but increasing every year	3	CRT Index
Constructed Responses/Tasks	4	CRT Data, District Pre-Assessment Data
Reading Fluency for 3 <sup>rd</sup> Grade	5	DIBELS

**GOALS**

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
<b>GOALS</b>
1 Increase % Proficient for Whole School ELA from 83.1 to 91.4.
2 Increase % Proficient for Whole School Math from 82.2 to 90.4.
3 Decrease Achievement Gap for SWD in both ELA and Math
4 Increase the number of third grade students scoring Benchmark on DIBELS for reading
5 Continue to implement successful strategies for our students in responding to text and constructed response tasks
6 Continue to provide meaningful collaboration time and job-embedded professional development
7 Continue to implement strategies that foster a positive learning environment for all stakeholders
8 Maintain high achievement scores in ELA, Math, Science, and Social Studies

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**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 96%

- 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><b><i>Professional Learning Communities (PLCs)</i></b>-(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, TRT, and Teacher Leaders will lead PLC Meetings during the year. Collaborative activities will focus on CCSS, Assessment Practices, and the new math series. Teachers will participate in learning walks and have collegial conversation after visiting other classes.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input 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>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state-mandated trainings</li> <li>•Parish required PD days – Curriculum, Assessment, SpEd, AdvancED</li> <li>•After-school, before-school, and district sponsored professional development</li> <li>•New Teacher Meetings</li> <li>•Learning Walks</li> <li>•Grade-Level Meetings</li> <li>•Guaranteed Curriculum Review</li> </ul>	<p><b>10. BUDGETS</b> 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 checked="" 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>

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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<ul style="list-style-type: none"> <li>•Teacher Surveys</li> <li>•Co-Teaching Trainings/Meetings/Book Study</li> <li>•Articulation Data Meetings</li> <li>•Post-Observation Conferences</li> <li>•Community Collaboration Connection East</li> </ul>		
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:** *See Attached District Plan.*

<p><b>6. PARENTAL INVOLVEMENT:</b> 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>Parent input will be obtained through surveys and discussions at PTA meetings. Their input will then be used, along with faculty and staff, in designing and implementing school-wide programs. A survey will be used at the end of the year to help us evaluate our programs here at Honey Island.</p> <p>◆ Include meeting dates for the: planning, implementation, and evaluation of the Parent Involvement Plan and the School Improvement Plan.  November 17, 2015  December 15, 2015  January 19, 2016  April 19, 2016</p> <p>◆ 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.</p> <ul style="list-style-type: none"> <li>•Meet 'N' Greet</li> <li>•Open House</li> <li>•Weekly Newsletters, Graded Paper Folders, and Communication Folders</li> <li>•School and Teacher Websites</li> <li>•Parent Conferences</li> </ul> <p>◆ Describe how parents will be encouraged to participate in decision making opportunities</p>	<p><b>10. BUDGETS</b> used to support this activity:</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 strategy/activity:</p>

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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>about their child’s education. Identify specific decision-making opportunities for parents,</p> <ul style="list-style-type: none"> <li>▪SAT meetings</li> <li>▪IEP meetings</li> <li>▪Parent Conferences</li> <li>▪Parent Committee Work</li> <li>▪Comments about plans posted on school website</li> </ul> <p>◆List specific school events that include parent involvement and training activities.</p> <ul style="list-style-type: none"> <li>●Meet “N” Greet</li> <li>●PTA Meetings</li> <li>●SAT Meetings</li> <li>●IEP Meetings</li> <li>●Parent/Teacher/Counselor Conferences</li> <li>●Community Outreach, such as Grandparents’ Day, Singing Bees performances, and Honey Island Night at the Public Library</li> </ul> <p>◆Identify parent communication strategies used at your school. For example:</p> <ul style="list-style-type: none"> <li>●Teacher Websites</li> <li>●Teacher Newsletters</li> <li>●Communication Folders</li> <li>●School Website</li> <li>●PTA Meetings and Newsletters</li> <li>●Parent Conferences</li> </ul>		
<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><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	<p>Item(s) to be purchased to support this strategy/activity:</p>

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**Grades 2 and 3**  
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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<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><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>Printing supplies-GFF  Postage-</p>
<p><i>Add additional parental involvement activities/strategies as needed.</i></p>	<p>Copy list from above for each activity described.</p>	<p>Item(s) to be purchased to support this activity:</p>

<p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <b>at least one</b> for incoming and one for outgoing students.</p>		
<p>Incoming Students  Meet ‘N’ Greet (August)  Feeder School Administrative Articulation and Decision-Making (August)  SPED Orientation from Cypress Cove (May)</p>	<p><b>10. BUDGETS</b> 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>Outgoing students  Little Oak Visit (May)  SPED Orientation to Little Oak (May)  SPED Students visit Little Oak (May)  Feeder School Administrative Articulation and Decision-Making (May)</p>	<p><b>10. BUDGETS</b> 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>

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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<b>8. USE OF ACADEMIC ASSESSMENTS:</b> 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"> <li>•Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs</li> <li>•Teachers collaborate to align instruction and assessment during PLC, Faculty Meetings, and Team Articulation Meetings</li> </ul>	<p><b>10. BUDGETS</b> 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>Identify various assessments used to assess student learning and to help inform instructional planning.          DIBELS          District Checkpoints – Beginning, Mid-Year, and End of School Assessments          GC Assessments – Chapter and Unit Subject-Area Assessments          SPED and Gifted/Talented Arts Screenings and Assessments</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <u>X</u> GFF          ___ SRCL          ___ Title II          ___ LA4  <u>X</u> IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</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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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> 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><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Honey Island students experience, a Mental Health Provider will work with students for 14 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, Mary Jane Smith and Gina Troyer, will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Gina Troyer and Kelle Falterman 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><b>10. BUDGETS</b> 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><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b></p> <p>The PBIS Team created a yearly Scope and Sequence for teaching students expectations and social skills. School-wide expectations and the book <u>Character Counts</u> were used in creating the plan. Teachers implement the plan during a daily "Morning Meeting" in individual classes.</p> <p>Students participating in our secondary intervention tier are a part of our SWIM Team – Students With Intervention Mentors. Coaches use social stories and other strategies to encourage students to make</p>	<p><b>10. BUDGETS</b> 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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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>good choices.</p> <p>All students participate in the universal PBIS school-wide program. They are recognized by class and individually through Champos, Good News Calls, and Buzz Bucks, as well as in their own classrooms.</p>		
<p><b><u>Instructional Program Enhancements</u></b>  Where applicable discuss how your <b>teachers, paraprofessionals, timesheet employees, tutors, etc.</b> are used to improve the academic performance of lower achieving students.</p> <p>Some of our paraprofessionals work in co-teaching classroom settings, offering assistance and support to lower-achieving students. There are also paras available in resource settings and assist students under the supervision of the teachers.</p> <p>In SAT meetings, IEP meetings, parent/teacher conferences, and articulation meetings, teachers use data to identify students needing assistance and create interventions to help students achieve success.</p>	<p><b>10. BUDGETS</b> 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><b><u>Tutoring Programs-Pull out</u></b>  1-Students are identified through TAT and SAT meetings – Junior Auxillary provides the tutors  2-Tutors use curriculum materials to progress monitor student progress  3-Student assessment data is used to determine success rate</p>	<p><b>10. BUDGETS</b> 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Technology Resources and Personnel:</u></b></p> <p><b><u>General Technology</u></b> to increase student engagement: For example, Activboards, Votes, Expressions, ipods, computers, printers, laptops</p> <p><b><u>Technology Interventions/Progress Monitoring</u></b>  Students use programs like Fast Forward and</p>	<p><b>10. BUDGETS</b> 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</p>	<p>Item(s) to be purchased to support this activity:</p>



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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Earobics for interventions and are progress-monitored by teachers and speech therapists</p>	<p><input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	
<p><b><u>Special Education Program Design</u></b>          Due to the success of other district co-teaching programs, we designed and implemented several co-teaching classrooms – 2 for 2<sup>nd</sup> grade and 2 for 3<sup>rd</sup> grade. Each grade is assigned a special education teacher and paraprofessional. We felt the rigor of a regular education classroom setting would benefit higher functioning students and help them achieve more success. We also have resource settings for both grade levels, a MAE setting, and an RNC meeting.</p> <p>The SWD achievement gap increased greatly this year, and we hope that using the co-teaching model this year will decrease it.</p>	<p><b>10. BUDGETS</b> 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 checked="" 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><b><u>Student Assistance Team (SAT):</u></b>          Our SAT meetings are held every Wednesday afternoon. Teachers and/or parents may refer or request that students be brought up before the SAT team to discuss problems and solutions for student success. Our TRT runs our SAT program. She reviews assessment data with teachers, creates interventions, monitors those interventions along with the teachers, and then share that information with the team. She, along with administrators, parents, teachers, Pupil Appraisal personnel, speech therapists, and other related personnel are a part of the decision-making team .</p>	<p><b>10. BUDGETS</b> 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 checked="" 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>		

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**Grades 2 and 3**  
**Mary Jane Smith**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•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</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•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.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" 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 checked="" type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

<b><u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u></b>		
<p>The SIP Committee meets to review data and develop the plan. The plan is shared with the faculty at a faculty meeting and input is obtained. The plan is addressed throughout the remainder of the school year.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input 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><u>HOW</u> are the <i>results of this assessment</i> <b>REPORTED</b> to the stakeholders (<b>FACULTY AND PARENTS</b>)?</p> <p>Faculty Meetings            Collaboration Meetings            PTA Newsletters</p>	<p><b>10. BUDGETS</b> 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>