

Mandeville Elementary School
PK-3
Chantelle O. 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>
STRENGTHS		DATA SOURCES
2 out of 3 years 3 rd grade had lowest % At Risk	1	DIBELS scores
2 out of 3 years 3 rd grade had highest % at Benchmark	2	DIBELS scores
CRT Index has increased past 3 years	3	State Testing Spring 2015 scores
Science subject area has increased past 3 years	4	State Testing Spring 2015 scores
2 out of 3 years Math and ELA % proficient has increased for the White subgroup	5	State Testing Spring 2015 scores

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
1st grade had highest % At Risk 2 out of 3 years	1	DIBELS scores
K and 1 st grade had lowest % at Benchmark 2 out of 3 years	2	DIBELS scores
Social Studies consistently lowest subject area score	3	State Testing Spring 2015 scores
Current year % proficient lowest for SWD in ELA	4	State Testing Spring 2015 scores
SWD % Proficient are consistently lower in ELA	5	State Testing Spring 2015 scores

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Through continuous review of the standards we will maintain increases in academic achievement.
2 Plan for ways to increase DIBELS % at Benchmark for all grades.
3 Plan for ways to continually increase our CRT index.
4 Early identification of subgroups within the school to increase % proficiency.
5 Plan for ways to increase Social Studies subject area scores.

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 97%

- 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> Highly Qualified teachers will meet 3 times a year for job-embedded professional development as Professional Learning Communities to collaborate on SIP goals by sharing/discussing engaging student work using common core standards as the guide. The principal, assistant principal, and TRT organize and attend all meetings to facilitate and give feedback to teachers. Teachers utilize info gathered at meetings to implement new ideas/refine SIP activities and assessment to more effectively meet individual student needs based on ongoing assessment. Topics covered are documented in agendas. Curriculum specialists are invited to help with a further understanding of curriculum standards. Learning walks are imbedded into the agenda of each PLC meeting with specific criteria set for observation.</p>	<p>12. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input 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:</p>
<p><i>Grade Level and Faculty Meetings</i> Staff development in analyzing and implementing common core standards across the curriculum will be held during monthly grade level and faculty meetings. Teachers will implement differentiated instruction in classrooms and examine student work to change and plan for future instruction.</p>	<p>12. 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>

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

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><i>Family Learning Night</i> An organized afterschool event will be held to support development of reading, writing, math, social studies, science, art and technology integration strategies by offering family focused learning activities to support and increase the home/school connection.</p>	<p>12. BUDGETS used to support this activity: <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><i>Student Assistance Team (SAT)/ Teacher Assistance Teams (TAT)</i> Weekly meetings will be utilized to support teachers, students and families with any student concerns and provide intervention ideas, additional assistance, referrals, and screenings as needed to support the students' and teachers' needs.</p>	<p>12. BUDGETS used to support this activity: <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 strategy/activity:</p>
<p><i>PTA Involvement</i> Parent Teacher Association will facilitate parent involvement for in-classroom and office volunteers, tutoring, fundraising, community partnerships, and parent education as well as increase home/school connection via PTA website and monthly newsletter.</p>	<p>12. BUDGETS used to support this activity: <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 strategy/activity:</p>
<p><i>Individualized Testing Results</i> The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are given to each student for delivery to parents.</p>	<p>12. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this strategy/activity:</p>

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<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 II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	
<p><i>Curriculum Access</i> At least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations. As per Act 436.</p>	<p>12. BUDGETS used to support this activity: ___ 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 strategy/activity:</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><i>Incoming Students</i> Strategy 1-Incoming pre-school students tour kindergarten. Strategy 2-A "Meet and Greet" will be held the evening before school begins for PK-3rd students and families to visit classrooms and meet teachers and staff. Strategy 3-Open House Night is held at the beginning of the year for parents and students to showcase student learning so far during the school year.</p>	<p>12. BUDGETS used to support this activity: ___ 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><i>Outgoing students</i> Outgoing 3rd grade students tour middle schools in May. SWD teachers from feeder schools are invited to EOY IEPs to discuss needs and placement.</p>	<p>12. BUDGETS used to support this activity: ___ 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>

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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>Grade Level and Faculty Meetings</i> Job embedded staff development in analyzing and implementing common core standards across the curriculum will be held during monthly, job-embedded grade level and faculty meetings. Teachers will analyze academic assessments to make informed decisions to guide future instruction. Teachers will reflect on Guaranteed Curriculum assessments and provide feedback to curriculum writers.</p>	<p>12. BUDGETS used to support this activity: <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><i>Professional Learning Communities</i> Highly Qualified teachers will meet 3 times a year for job-embedded professional development at Professional Learning Communities to collaborate on SIP goals by sharing/discussing engaging student work using common core standards as the guide. Principal attends all meetings to facilitate and give feedback to teachers. Teachers will analyze academic assessments to make informed decisions to guide future instruction. Teachers will reflect on Guaranteed Curriculum assessments and provide feedback to curriculum writers.</p>	<p>12. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input 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:</p>
<p><i>Various Assessment Review</i> Teachers use a variety of assessments to assess student learning throughout the year. DIBELS is administered three times a year with progress monitoring. Teachers also use student SLT's to assess learning.</p>	<p>12. BUDGETS used to support this activity: <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><i>School Improvement Plan (SIP) Committee</i> The SIP committee will analyze data from the previous school year to guide the planning of the present year's improvement plan. Goal setting, resource acquisition, and implementation of SIP goals will be written with areas of need as the guide to increase student achievement.</p>	<p>12. BUDGETS used to support this activity: <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</p>	<p>Item(s) to be purchased to support this activity:</p>

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	<input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other
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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><i>Mental Health Providers</i> MHP: Due to the transient and often unstable environments that many of Mandeville Elementary School students experience, a Mental Health Provider will work with students for 12 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 principal, Chantelle Smith, will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mrs. Smith 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 will also occur.</p>	<p>12. BUDGETS used to support this activity:</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>Item(s) to be purchased to support this activity:</p>
<p><i>Positive Behavior Intervention Support (PBIS) Strategy 1-Daily Morning Meeting</i> will be held in the gym each morning to celebrate students who demonstrate "The FISH Philosophy." The FISH Philosophy is our PBIS set of school wide behavior expectations that promotes a safe learning environment and a positive culture with increased student achievement as the focus. All students and staff attend Morning Meetings, and parents are always invited with an open door policy. <i>Strategy 2- SWIM Team (Success With Intervention and Mentoring)</i> is a Tier 2 intervention to provide</p>	<p>12. 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>

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<p>identified students opportunities to learn appropriate behaviors via daily monitoring and increased school/home connection. Patterns of inappropriate behavior will be identified and tracked through SWIM team. Students have the opportunity to earn daily positive reinforcement for meeting daily individual goals set with mentor.</p>		
<p><i>Tutoring Programs</i> The Tutoring Program supports at-risk students in areas of reading, writing and oral language/comprehension for 1st-3rd graders. Students are identified using DIBELS and SLTs. The students are progressed monitored weekly. The principal will supervise the program.</p>	<p>12. BUDGETS used to support this activity: <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><i>Technology Resources and Personnel</i> Technology will be integrated across the curriculum utilizing multimedia such as Discovery Ed, productivity software such as MS Office, instructional websites, digital hardware such as ActivExpressions, cameras and flip video cameras, document cameras, Promethean Boards, and iTouches on a daily basis within the regular and technology classroom. The web based "Blackboard" will be used among teachers/staff/and administration to increase communication/ dissemination of information and increase time for PD at faculty meetings.</p>	<p>12. BUDGETS used to support this activity: <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><i>Technology Interventions/Progress Monitoring</i> A variety of web-based programs are enlisted to provide interventions as well as instruction and guidance. Students in need of interventions are identified through SAT and TAT meetings or as defined by a IEPs. These programs include: Earobics, IXL Math, Learning A-Z, HearBuilder, BrainPop Jr., and FastForward</p>	<p>12. BUDGETS used to support this activity: <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: IXL subscription BrainPop Jr. subscription</p>

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<p><i>Special Education Program Design</i> Co-Teaching classes have been implemented in grades 1-3. These classes have emphasized both ELA and math. Regular education and special education teachers have worked closely with the principal to provide input into scheduling and success. Teachers have participated in collegial conversations through a book study to assist in the implementation of the co-teaching classes. We also have support of district personnel. This year our Performance Gap decreased for SWD subgroup so the need for co-teaching classes has proved beneficial to these students.</p>	<p>12. BUDGETS used to support this activity: <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><i>Student Assistance Team (SAT) and Teacher Assistance Teams (TAT)</i> Weekly meetings will be utilized to support teachers, students and families with any student concerns and provide intervention ideas, additional assistance, referrals, and screenings as needed to support the students' and teachers' needs.</p>	<p>12. 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Differentiated Instruction</i> Differentiated Instruction will be utilized by HQ teachers to provide students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability. Ongoing curriculum based assessment will be used to plan appropriate differentiated instruction for each student.</p>	<p>12. BUDGETS used to support this activity: <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><i>Literacy and Math Workstations</i> Literacy and Math Stations will be used to meet the various learning needs of students within each classroom as well as provide the structure needed for teachers to have small group instruction. Literacy and Math Stations are differentiated for varying levels within a class and use a variety of materials to reinforce and extend learning.</p>	<p>12. BUDGETS used to support this activity: <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</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><i>Higher Order Thinking Skills</i> Higher Order Thinking Skills (HOTS) are utilized by HQ teachers to develop students into effective problem solvers. HOTS skills include: synthesizing, analyzing, reasoning, comprehending, application, evaluation. Rather than emphasize drill and repetition activities, the focus is on problem solving and higher level/order thinking skills with an emphasis on scientific inquiry and social studies content.</p>	<p style="text-align: center;"><u> </u> Other</p> <p>12. BUDGETS used to support this activity:</p> <p><u> </u> Title I <u> </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
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<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. •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. •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. 	<p>12. BUDGETS used to support this activity:</p> <p><u> </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> X </u> LA4 <u> X </u> IDEA <u> X </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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11. HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?		
<p>The School Improvement Committee meets annually to discuss the School Improvement Plan. The data is used to determine the best use of school programs implemented, as outlined in the SIP. Prior programs are assessed to determine effectiveness and to assist in planning for the upcoming school year.</p>	<p>12. 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>The results of the SIP are reported to the stakeholders, such as faculty and parents, through meetings. The faculty is given the results via a monthly faculty meeting. The parents are informed during a general PTA meeting.</p>	<p>12. 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>