

Salmen High School
9-12
Brennan McCurley
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
Subgroup Asian – Math	1	EOC Assessment Score
Subgroup Asian – ELA	2	EOC Assessment Score
Subgroup Hispanic – ELA	3	EOC Assessment Score
Subgroup Hispanic – Math	4	EOC Assessment Score
Subgroup White – ELA	5	EOC Assessment Score

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
Subgroup SWD - ELA	1	EOC Assessment Score
Subgroup SWD-Math	2	EOC Assessment Score
Subgroup Black-ELA	3	EOC Assessment Score
Subgroup Black-Math	4	EOC Assessment Score
Subgroup ED- Math	5	EOC Assessment Score

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Increase Subgroup SWD, ED, and Black scores in Math and ELA EOC.
2 Maintain or increase proficiency in all subgroup on EOC.
3 Increase ACT scores.
4 Strengthen dropout prevention program.
5 Increase opportunities for diploma incentives.

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

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 94%

- 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.

<p>4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.</p>		
<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.) These duties include assisting the principal in the effective management of the ninth grade academy, advising and scheduling students, training personnel, organizing materials and overseeing facilities to develop an optimum learning climate for the unique needs of the ninth grade students. Working with Ninth Grade Academy teacher teams to facilitate intra-team and cross-team meetings, scheduling, and professional development activities, observe instruction, and provide feedback. Assisting in the operation of the school in accordance with policies established by the Board of Elementary and Secondary Education of the State of Louisiana, the State Department of Education, and the St. Tammany Parish School Board. Assisting in providing an educational program, which is responsive to student needs such as parental involvement, student attendance and parental conferences while at the same time, addressing the goals and objectives of both the district and the school. The instructional coach assists the administration in planning, implementing, and monitoring functions of the overall management and leadership of the school.</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: PD materials Refreshments</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i></p> <p>Integration Specialist/Instructional Coach Duties:</p> <ul style="list-style-type: none"> •Develop and Implement goals and objectives for programs and services •Reviews policies, procedures, and practices used in the programs and services initiates changes which will better meet the needs of students •Assists in orientation, induction, and training of new personnel and provides continuing training to facilitate teaches with their work •Keeps informed of current research and information as related to the program •Works with school personnel and community members to maximize the efficiency of services •Displays mastery of skills and knowledge necessary to implement program services effectively •Coordinates and delivers professional development activities for personnel •Communicates with parents and teachers in order to provide optimum benefits for students and families •Provides technical assistance to staff and personnel <p>Weekly Meetings</p> <ul style="list-style-type: none"> •Ninth Grade teachers meet weekly to review student needs •Literacy team meets weekly to review intervention students data and make modifications as needed 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> SRCL ___ IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>PD materials Invention resources- books, software, technology</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 	<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>PD materials Refreshments</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<ul style="list-style-type: none"> •Teacher Surveys •Co-Teaching Trainings/Meetings 		
---	--	--

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>◆ Describe how parents will be involved in the o design, o implementation, and o evaluation of the schoolwide program. The Salmen PTSA meets on the first Tuesday of every month. Parents, board members and Salmen administration are in attendance. The team will review the program and determine areas of strength and weakness. Needs areas will be addressed and a plan of action will be formulated.</p> <p>◆ Include meeting dates for the: planning, implementation, and evaluation of the Parent Involvement Plan and the School Improvement Plan. The first Tuesday of every month is the set PTSA meeting time. For the SIP, the team met on December 1 and 2 to discuss the plan.</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. Parents have access to STPSB Guaranteed Curriculum via the school board website. All Salmen teachers maintain a MOODLE website with lesson plans and class information. Parents may also frequent JPAMS Parent Portal for grade, attendance, and discipline information. Salmen High website is updated with a parent information and student information page. Freshman receive progress reports every 2 weeks and all student receive interim reports on the 4th week of the quarter.</p>	<p>10. BUDGETS 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 <u> X </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity: Printing and postage</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<ul style="list-style-type: none"> ◆ 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"> ▪ SAT meetings ▪ IEP meetings ▪ Parent Conferences ▪ Parent Committee Work ▪ Comments about plans posted on school website ◆ List specific school events that include parent involvement and training activities. Monthly PTSA meetings, Parent Meetings, Parent Conferences ◆ Identify parent communication strategies: MOODLE , communication folders/binders, agendas, Robo Calls, conferences, monthly newsletters, news flash via website 		
<ul style="list-style-type: none"> ◆ 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>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 strategy/activity: postage</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 ___ <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: 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>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>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>		
<p>Incoming Students Transition activities for incoming students include student scheduling at the junior high school, parent/student scheduling night and freshmen orientation prior to the first day of school. Incoming- Freshman orientation Personalized school tour Kick Off Mentors Freshmen Academy</p>	<p>10. 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: Mail outs Folders Course Description Guides and Schedule Cards</p>
<p>Outgoing students Senior Class Meeting Awards Program Scholarship Night LRS invited to all exiting SPED students to help with transition to Post School environment</p>	<p>10. 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: Postage and printing</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<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 	10. 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	Item(s) to be purchased to support this activity: Printing
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. Eagle Testing, i-Steep, Achieve 3000, mid-mastery assessment, mastery assessment	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" 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	Item(s) to be purchased to support this activity: Achieve 3000 i-Steep
<i>Add additional assessment activities as needed.</i>	Copy list from above for each activity described.	

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.		
<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 Salmen High's students experience, a Mental Health Provider will work with students for 20 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	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	Item(s) to be purchased to support this activity:

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>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 (Brennan McCurley) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Michelle Echols 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 style="text-align: center;"><input type="checkbox"/> Other</p>	
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Every month during the school year, PBIS meetings are scheduled, planned, and conducted with the committee. During these meetings the PBIS Chairperson, delegate duties to committee members and made sure that monthly Spartan Family lessons are fully discussed and planned by the committee members. In addition, videos are created and produced that will be played for weekly homerooms and any necessary supplies and prizes for the Spartan Family homeroom lessons are purchased. Prizes were also bought for students who won drawings or went above and beyond what was expected of them. The PBIS store is maintained on a regular basis by a committee member and me. "Spartan Shields" are used to recognize students for going far beyond the staff's expectations. The shields are then placed on a bulletin board for the entire student body to view in the cafeteria. For teachers, the PBIS committee created a special board in the teacher's lounge called the "Leonidas Leaders" board. It allows teachers to give each other "shout outs" and pats on the back for jobs well done. Finally, in the summer a PBIS Retreat is held to help plan for the coming year.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><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>Printing Postage Prizes Refreshments</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<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. Resource classes are available for smaller group learning. Paras are placed in core classes as a support.</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 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><u>Tutoring Programs-Pull out</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated NA</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>
<p><u>Tutoring/Helping Hands-Push-in</u> 1-How students are identified? SBLC Committee 2-How students are progress monitored? Forms provided by the district and IEP 3-How is the tutoring program evaluated? Schoolwide PGP to provide interventions</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 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: tutors</p>
<p><u>Technology Resources and Personnel:</u> <u>General Technology</u> to increase student engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops, graphing calculators <u>Technology Interventions/Progress Monitoring</u> List programs and describe how students are selected and monitored for each program identified. Reading Intervention- all 9th grade student lexile levels are tested. Those below grade level are</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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: Equipment, maintenance of equipment</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>Special Education Program Design</u></p> <p>This year we had a large number of low performing SWD students. The SWD subgroup scored lowest on all EOC tests, so we expanded the number of resource courses. Current program designs are the same as previous years, but with the addition of more resource Math and ELA courses. We also added Reading Intervention for struggling readers.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF <input checked="" type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II ___ LA4 <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Materials/program being used provided by district.</p>
<p><u>Student Assistance Team (SAT):</u></p> <p><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>The Student Assistance Team is a decision-making committee that utilizes data from researched- based interventions, assessments, evaluations, teacher, and parent input to facilitate academic progress for those students who exhibit difficulties in the general setting. Difficulties include learning, behavioral, and/or talent concerns. SAT functions to ensure the best possible instruction is provided to meet student needs.</p> <p>The SAT process begins when a student is referred. The team gathers data and progress monitors the educational interventions through the RTI process. The RTI (Response to Intervention) process provides support to teachers for differentiating instruction. Interventions are researched-based supplemental, direct instruction, and targeted to student need. Parents are invited to discuss RTI and give feedback within the decision-making process.</p> <p>Based on the team recommendation, an evaluation (Special Education referral) or assessment (504) will be conducted. Evaluation determines <i>exceptionality</i> leading to IEP or <i>no exceptionality</i> leading to 504 assessment/classroom support. Initial assessment determines disability (IAP) or no disability (informal classroom strategies).</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Postage Printing Supplies Testing Materials</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><i>Classroom Size Reduction Teachers</i> (if applicable) NA</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><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. •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. 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I ___ GFF ___ SRCL ___ Title II <u> X </u> LA4 <u> X </u> IDEA <u> X </u> Title III ___ Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Technology Software Transportation SPED teachers and related services PD trainings Office Supplies Student Supplies Uniforms</p>

Salmen High School
9-12
Brennan McCurley
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<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>Every week the ninth grade teachers meet in PLC's to collaborate on student engagement, test data and results, PBIS and interventions. This information is used to determine what interventions will be needed in the future and what strategies are effective for student learning targets. The school is also able to use part of this information to determine future schoolwide PGP's.</p> <p>Grade level PLC meetings to review data and determine future outcomes</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><u>HOW</u> are the <u>results of this assessment REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</p> <p>Faculty Meeting</p> <p>Professional Development Sessions</p> <p>PLC meetings</p> <p>Parent letters, robo calls, PTSA meetings</p> <p>School Website</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>Printing and postage</p>