

Woodlake Elementary School
Pre K-3rd
Lelia Parker
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
Math	1	ILEAP
Black Subgroup	2	ILEAP
	3	
	4	
	5	

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
ELA	1	ILEAP
Social Studies	2	ILEAP
Students With Disabilities Subgroup	3	ILEAP Subgroup Data
	4	
	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Students will increase scores in ELA.
2 Students will maintain or increase scores in Math.
3 Students will increase scores in Social Studies.
4 The Black subgroup will continue to increase scores in Math and ELA
5 Students in the Students with Disabilities Subgroup will improve in content area.

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 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><u>Professional Learning Communities</u> Principal, Assistant Principal, TRT, and Faculty will participate in Professional Learning Communities with emphasis placed on analyzing data, Write from the Beginning and Beyond, Guaranteed Curriculum (Common Core State Standards), Response to Interventions, rubrics, and assessments. District specialist in these areas will be invited as presenters. Substitutes will be used to allow all faculty members to participate.</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 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>Substitutes</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 •Design Team Meetings 	<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>Substitutes</p>

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

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<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<ul style="list-style-type: none"> ◆ The administrative team meets monthly with the PTA board to plan, implement, and evaluate schoolwide activities. ◆ General PTA Meetings are held each quarter. Parents are invited to these meetings to see the students perform and be a part of overall decision making regarding PTA events, ideas, budget, etc. ◆ PTA surveys parents for their input regarding programs and events at the end of each year. Parents will receive timely information about their child's education through newsletters, school website, Facebook account, email blasts, robo-calls, interims, report cards, parent/teacher conferences, etc. Newsletters and other documents translated into other languages if needed. ◆ Parents will be encouraged to participate in decision making opportunities about their child's education through <ul style="list-style-type: none"> ● SAT meetings ● IEP meetings ● Parent Conferences ● PTA Committee Work ● School newsletter ◆ 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. ◆ Specific school events that include parent involvement and training activities include: <ul style="list-style-type: none"> ● Meet and Greet ● Open School ● Parent/Teacher Conferences ● Family Learning Night ● Third Grade Test Prep Night ● Volunteer Tea ● Kindergarten Informational Meeting ● General PTA Meetings (1 per quarter) 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other (PTA Money) 	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> ● TeacherWeb Classroom Subscriptions ● Printing ● Supplies ● Postage ● Agendas

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<p>◆Parent Communication strategies at Woodlake include but are not limited to:</p> <ul style="list-style-type: none"> ●Monthly PTA School-wide Newsletters ●Weekly Classroom Newsletters ●Woodlake Elementary School Website ●Woodlake PTA Website ●Classroom Websites via TeacherWeb ●Parent/Teacher Conferences ●Phone Calls ●Student Agendas 		
<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>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> ●Printing-GFF ●Postage

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<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</p> <ul style="list-style-type: none"> • Principal, Assistant Principal, and TRT are available to guide school tours to community, parents, and students any time of the year. Tours will also be given to the students who will be attending Woodlake and currently are enrolled at Head Start. • A member of the administration team will visit with parents from Head Start for a new student orientation meeting. • Registration – Members of the administration team and office will attend registrations to answer any questions parents may have regarding the upcoming school year. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Outgoing students</p> <ul style="list-style-type: none"> • Third Grade Students will participate in a tour of their new middle school. They will listen to information about their fourth grade year and discuss any questions and/or concerns they may have about the new year. 	<p>10. BUDGETS 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 activity:</p> <p>Bus</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"> •PLC Team meets and discusses the planning, organization and set up for each of the PLC sessions. •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(Subs)</p> <p><input checked="" 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> <ul style="list-style-type: none"> •Student Data •Guaranteed Curriculum •Student Work
<ul style="list-style-type: none"> •Grade Level Review During Grade Level Collaborations teachers review all components of the Guaranteed Curriculum including assessments. •Team Reviews Principal, TRT, SAT Team, meet weekly to discuss students that are having difficulties. Interventions and additional assessments are provided to ensure the student is successful. •Design Team Review Principal, Assistant Principal, TRT, and Leadership Team (Teachers from each grade level) will meet to review, analyze data, review curriculum, share knowledge learned from professional developments, and collaborate on ways to improve school-wide academic success. •District Feedback Forms- Teachers critique units, including assessments, and provide feedback to the district curriculum writers. 	<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(Subs)</p> <p><input checked="" type="checkbox"/> LA4(PD)</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> <ul style="list-style-type: none"> •Student Data •Guaranteed Curriculum •Student Work

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<p>•Additional Assessments- Teachers use a variety of assessments to assess student learning and to inform instruction. Assessments include:</p> <ul style="list-style-type: none"> ▪DIBELS Next ▪Beginning/Mid/End of year assessments ▪Weekly assessments ▪Anecdotal Notes 	<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> <ul style="list-style-type: none"> •Student Data •Guaranteed Curriculum •Student Work •DIBELS Student Booklets and Assessment materials
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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> MHP: Due to the transient and often unstable environments that many of Woodlake 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 administration will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Nikki Chapel will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>•Positive Behavior Support (PBS) or other Social Curriculum Administration, TRT, and Faculty will work cooperatively to provide the students with behavioral support/incentives/interventions as outlined in the state’s Positive Behavior In School Support System.</p>	<p>10. BUDGETS used to support this activity: ___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other(PTA Funding)</p>	<p>Item(s) to be purchased to support this activity: • PBIS Reward • Volunteers</p>
<p><u>Tutoring Programs-Pull out</u></p> <p>Voyager 1. Students are identified using their Fall DIBELS Next scores. 2. Students are monitored weekly throughout the tutoring process and students are added and dropped from the tutoring sessions as necessary based on assessments. 3. Winter and Spring DIBELS Next scores are used to evaluate if students in the program showed improvement along with teacher and student feedback.</p>	<p>10. BUDGETS used to support this activity: ___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other(PTA Funding)</p>	<p>Item(s) to be purchased to support this activity: •DIBELS Data •Tutors</p>
<p>Enrichment and Support Small Groups 1. 3rd grade students are identified by various test scores and teacher input and observations. Students needing enrichment or support in the areas of reading, writing, and math are chosen for small groups led by the Technology resource teacher (support) and the gifted teacher (enrichment) These students cannot already have an IEP or be part of a co-teaching model classroom. 2. Weekly classwork and assessments given in their classroom and feedback from both homeroom teacher and tutor. 3. Evaluated by end of year and cumulative test scores.</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: •Student Academic Data •Small group Lessons •various approaching grade level</p>
<p>3rd Grade Tutoring Groups 1. 3rd grade students are identified by various test scores and teacher input and observations. Administration, TRT, and faculty will look at data to determine which</p>	<p>10. BUDGETS used to support this activity: ___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL</p>	<p>Item(s) to be purchased to support this activity: •Student Academic Data •Small group</p>

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<p>3rd grade studnts are in need of support in the areas of ELA and Math. Students will be provided with free tutoring in order to help them better prepare for the standardized tests. Each student recommended by the teacher has the opportunity to take part in the tutoring which is offered before school and led by third grade teachers.</p> <p>2. Weekly classwork and assessments given in their classroom and feedback from homeroom teacher.</p> <p>3. Evaluated by end of year and cumulative test scores.</p>	<p>___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Lessons</p> <ul style="list-style-type: none"> • various approaching grade level materials •Tutors •printing supplies
<p><u>Tutoring/Helping Hands-Push-in</u></p> <p>SALSA Lessons</p> <ul style="list-style-type: none"> • Speech teachers provide extra language instruction within the classroom to ALL students in the class. This helps all students with the increasingly difficult language of the curriculum. Through the SALSA Initiative, SLPs will be directly involved in the prevention of academic failure for students identified with speech or language impairments, as well as other struggling learners (i.e. SLPs will now support some students who have not been referred or who are not identified as students with a disability). Speech-language pathologists may support Ensuring Literacy for All (ELFA), Ensuring Numeracy for All (ENFA), and Response to Intervention/Positive Behavior Support (RTI/PBS) in a variety or combination of ways. Students across all levels, Pre-K through high school, will benefit as SLPs play critical roles in promoting literacy/numeracy proficiency and in preparing them to become productive citizens and to compete in the global market. 	<p>10. BUDGETS 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 activity:</p> <ul style="list-style-type: none"> •Software •computers •monitors •technology teacher • AR License •Moby Max License •Earobics Licenses
<p><u>Technology Resources and Personnel:</u></p> <ul style="list-style-type: none"> • to increase engagement: Activboards, Votes, expressions, ipods, computers, printers, laptops • Administration will hire a technology teacher with the direct purpose of working 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u>X</u> GFF ___ SRCL ___ Title II</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Software •computers •monitors

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<p>with students in the lab.</p> <ul style="list-style-type: none"> • School License for the Accelerated Reading Program which also includes STAR READING, and EARLY LITERACY. These programs are available to all students and encourage reading fluency and comprehension through technology. Students read books and take quizzes to earn points. Students are challenged and rewarded on a classroom and school level with recognition, certificates and awards at the end of the year. • MobyMax is for all students. Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. We have a school license for this program. <p><u>General Technology</u> to increase student engagement: For example, Activboards, Votes, Expressions, ipods, computers, printers, laptops</p> <p><u>Technology Interventions/Progress Monitoring</u> List program and how students are selected and monitored with the listed program</p> <ul style="list-style-type: none"> • DIBELS Next monitors students early literacy skills. Students that fall into the intensive range based on their scores, are placed into progress monitoring. Teachers will use research-based interventions and use progress monitoring to guide instructional direction. • Fast ForWord is a program used to help children with language and reading difficulties. It provides universal, targeted, and intensive interventions that develop cognitive skills and reading fluency. Students are chosen for this as a result of our SAT, or IEPs. • EAROBICS is a proven multi-sensory approach to teaching critical areas of literacy. It provides differentiated instruction tailored to meet each student's 	<p>___ LA4 <u>X</u> IDEA ___ Title III ___ Bond Money <u>X</u> Other(PTA Funding)</p>	<ul style="list-style-type: none"> •technology teacher • AR License •Moby Max License •Earobics Licenses •Fast Forward
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<p>needs. Students are chosen for this based on DIBELS scores, SAT, or IEP.</p>		
<p><u>Special Education Program Design</u> • Our SWD subgroup was noted as a potential weakness due to being one of the lowest scoring subgroups throughout the years. Due to this our teachers and students are participating in a CoTeaching Classroom Model in which the regular education teacher and the special education teacher collaborate and coteach within the regular education classroom. Special Education Department provides substitutes for co-teachers to observe co-teachers at other locations.</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 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>Student Assistance Team (SAT):</u> The SAT Team consisting of the Administrations, Speech teacher, MAE teacher, Special Education teacher, TRT and Pupil Appraisal team will meet weekly as the student assistance team to discuss students in need of interventions and ways to support the students in the classroom.</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>Literacy Workstations (If applicable) • Students in all grade levels will participate in literacy workstations or small group instruction, designed by their teacher in order to enhance and support the differentiated needs of students in the classroom.</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</p>	<p>various approaching, on level, and beyond grade level materials • pacing from guaranteed curriculum leveled readers</p>

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •<i>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.</i> 	<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>

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p>The SIP committee and grade level chairmen meet throughout the year to discuss schoolwide programs and activities to determine effectiveness and to assist in planning for the upcoming school year.</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>During faculty and PTA meetings the SIP Committee reports the goals of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p>