

**2018-2019
SCHOOL IMPROVEMENT PLAN**

**Honey Island
Elementary**

St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

3/11/2019

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
<p>On the DIBELS Assessment, Second grade has had consistently lower At-Risk (Intensive) scores for the spring testing across the past three years: 2016 - 17%, 2017 - 17%, and 2018 - 12%. We attribute this decrease in At-Risk scores to our focus on reading fluency.</p>	<p>On the DIBELS Assessment, Third Grade has had consistently higher At-Risk (Intensive) scores for spring testing across the past three years: 2016 - 19%, 2017 - 17%, and 2018 - 20%.</p>
<p>In 2018, our Student Growth to Mastery Index was our highest school index score at 98.1 points. 2018 is the first year we had this index score available to us.</p>	<p>Our school's Assessment Index scores have ranged from 74.0 points to 78.6 points over the past three years (74.0 points - 2016, 78.6 points - 2017, and 74.3 points - 2018); therefore, our scores have remained relatively the same without much movement (-4.6 point difference). A focus on moving students to Mastery and Advanced should make a difference in increasing our Assessment Index.</p>
<p>Although our ELA LEAP 2025 Assessment Index score declined by 4.9 points from 2017 to 2018, it has remained our strongest subject area index over the past two years (84.3 points in 2017 and 79.4 points in 2018). Our suspension rate has remained low over the past three years, ranging from 1.3% in 2016/2017 to 2.8% in 2017/2018.</p>	<p>An area of decline over the past three years has been our Social Studies LEAP 2025 Assessment Index, which has declined from 75.7 points (2016) to 66.7 points (2017) to 56.0 points (2018).</p>
<p>Our potential grade level index strength is in Third Grade with an ELA LEAP 2025 Assessment Index of 79.4 points. The highest subcategory has been Written Expression for two years in a row: 2016/2017 - 64% Proficient and 2017/2018 - 62% Proficient.</p>	<p>The potential grade level index weakness is Third Grade in the Social Studies LEAP 2025 Index at 56 points. The lowest subcategory was Economics at 72% scoring Basic and below.</p>
<p>Our Third Grade potential subject area strength is ELA with an index score of 79.4 points. The highest ELA subcategory was Written Expression for two years in a row. The scores for Written Expression in 2017 were 64% Proficient. In 2018, the Written Expression scores were 62% Proficient.</p>	<p>The Third Grade Potential Subject Area Weakness is Social Studies with an index score of 56 points. The lowest subcategories in Social Studies are Economics scoring 72% at Basic and below and History scoring at 72% at Basic and Below. According to Percent Proficiency data, the ELA subcategories that were the weakest in ELA were Literary Text at 49%, Vocabulary at 50%, and Writing – Knowledge & Use of Language Conventions at 50%. According to Percent Proficiency data, the Math subcategories that were the weakest were Products & Quotients/Solve Multiplication & Division Problems at 42%, Fractions as</p>

Honey Island Elementary 2018-2019

	Numbers & Equivalence at 41%, and Solve Time, Area, Measurement, & Estimation Problems at 41%.
<p>The Potential Subgroup Strength in both Math and ELA for 2018 was the Two or More Races subgroup at 88.1 points for both ELA and Math (16 students). The second highest subgroup this year was the "White" subgroup: ELA - 84.7 points and Math - 77.5 points.</p>	<p>The English Learner subgroup was the lowest ELA subgroup at 24 index points; however, the two prior years indicated that the Students With Disabilities subgroup was low: 2016 - 35.8 points and 2017 - 35.6 index points. Students With Disabilities were the lowest subgroup in Math for two of the past three years: 2016 - 35.6 points, 2018 - 34.2 index points. English Learners had a low index score in 2017 at 30.8 points.</p>
<p>A potential subgroup strength is the Black subgroup that increased Math scores from 57.6 points in 2016 to 58.5 points in 2017 to 64.5 points in 2018. This is an increase of 6.9 index points. There is also a potential subgroup strength in the Hispanic subgroup in Math that increased index scores from 54 points in 2016 to 70.7 points in 2017 to 77.0 points in 2018. This is an increase of 22.7 index points.</p>	<p>A potential subgroup weakness is the English Learner subgroup in ELA that decreased index scores from 45.0 points in 2016 to 38.5 points in 2017 to 24.0 points in 2018. This is a decrease of 21 index points. Another potential subgroup weakness is the White subgroup in Math that decreased index scores from 84.6 points in 2016 to 83.6 points in 2017 to 77.5 points in 2018. This is a decrease of 7.1 index points.</p>
<p>The Black subgroup showed a decreasing achievement gap in Math. The gap was 27.0 points in 2015/2016 to 25.1 points in 2016/2017 to 23.6 points in 2017/2018. This is a total decrease in the gap of 3.4 index points. The Hispanic subgroup showed a decreasing gap in Math. The gap was 30.3 points in 2015/2016 to 12.9 points in 2016/2017 to 11.1 points in 2017/2018. This is a total decrease in the achievement gap of 19.2 index points.</p>	<p>The English Learner subgroup had an increasing achievement gap in ELA. The gap was 31.4 points in 2015/2016 to 49.6 points in 2016/2017 to 64.1 points in 2017/2018. This is a total increase in the gap of 32.7 index points. The Students With Disabilities subgroup had an increasing gap in Math. The gap was 49.0 points in 2015/2016 to 50.5 points in 2016/2017 to 53.9 points in 2017/2018. This is a total increase in the achievement gap of 4.9 index points.</p>
<p>ELA is the strongest subject area for the following subgroups: White students scored 84.7 points in 2018, 88.1 points in 2017, and 76.4 points in 2016. Two or More Races scored 88.1 points in 2018, 88.1 points in 2017, and 65.5 points in 2016.</p> <p>Math is the strongest subject area for the following subgroups: White students scored 77.5 points in 2018, 83.6 points in 2017, and 84.6 points in 2016. Two or More Races scored 88.1 points in 2018, 79.4 points in 2017, and 81.8 points in 2016.</p>	<p>ELA was the lowest subject area for the following subgroups: Hispanic students scored 47.4 points in 2018, 63.6 points in 2017, and 48.1 points in 2016. English Learners scored 24.0 points in 2018, 38.5 points in 2017, and 45.0 points in 2018.</p> <p>Math was the lowest subject area for the Students With Disabilities subgroup that scored 34.2 points in 2018, 33.1 points in 2017, and 35.6 points in 2018.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	

Honey Island Elementary 2018-2019

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2018 to Spring 2019, the students in subgroup “Students With Disabilities” will increase their ELA Assessment Index on the LEAP 2025 by at least 5 index points from 46.3 points to 51.3 points.
2. From Spring 2018 to Spring 2019, the percent of students achieving mastery or above in the subcategory “Vocabulary” on the LEAP 2025 ELA Assessment will increase from 50% to 60%.
3. From Spring 2018 to Spring 2019, the percent of students achieving mastery or above in the subcategory “Products & Quotients/Solve Multiplication & Division Problems” will increase from 42% to 52%.
4. From Spring 2018 to Spring 2019, the percent of students achieving mastery or above in the subcategory “Economics” will increase from 28% to 40%.

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • <u>Parent input will be obtained at the November PTA meeting. They will be given the opportunity to ask questions and offer input in the SIP plan.</u> • <u>Website/Comment Feedback Button: The SIP plan will be available on the Honey Island school website. Parents and community members may offer input and/or give feedback on the SIP plan.</u> • <u>The SIP plan is available in the front office of Honey Island for parents to review and offer input and feedback.</u> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • <u>Parent Survey in Spring-Parents are invited to give input on many issues including the school's SIP plan and implementation.</u> 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies of the SIP plan School website</p>	<p>Effectiveness Measure: Parent Survey; Parent Feedback on Website; Notes from parent input/feedback</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary 2018-2019

<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> PTA Board Meetings-The elected board members of the Parent Teacher Association meet regularly to discuss many issues including the school’s SIP plan and implementation. ☑ PTA Meetings- Parent Teacher Association meetings held monthly to discuss many issues including the school’s SIP plan and implementation. All parents are invited to attend. ☑ Teacher/Parent Conferences- Parents are invited to school to meet with the teacher and other school personnel to discuss their student’s progress at school. ☑ SAT Meetings- Student Assistance Team meets weekly with parents of at-risk students to discuss how students are progressing and additional supports needed to attain academic and behavioral success at school. ☑ IEP Meetings- Parents of students with disabilities participate in creating an Individual Education Plan for their child. ☑ Open House- Fall meeting with parents to discuss standards, curriculum, grade level expectations, classroom routines and procedures, and upcoming events. Meet and Greet- Parents and students are invited to meet their teacher before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Copies of SIP plan Parent Conference Forms SAT agendas and forms, including intervention forms and data Copies of IEPs and Behavior Plans Open House Schedules and Agendas and Sign-in Sheets Meet and Greet Schedules and Agendas and Sign-in Sheets</p>	<p>Effectiveness Measure: Parent Feedback to Administration and Teachers Attendance Forms</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Robo-Calls – The school administration notifies parents of information by using a message sent via our automated call system. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Teacher Newsletters Graded Work Informational Flyers School Website Meet and Greet Schedule</p>	<p>Effectiveness Measure: Assessment Data Parent Feedback Sign-in Sheets from Open House, Meet and Greet, and Parent Meetings</p>

Honey Island Elementary 2018-2019

<ul style="list-style-type: none"> • Weekly Teacher Newsletters – Teachers communicate information by using a Weekly Newsletter sent home each week with the student • Weekly Graded Work Folders – Teachers send home graded work, notes, and reminders in a weekly Graded Work Folder on Wednesday of each week. • Student Progress Center (JPAMS) – Parents can log into JPAMS to checks student’s grades, missed assignments, and absences. Also, parents can see any alerts sent regarding the student’s progress and behavior. • Monthly School Newsletters – The school administration communicates information to parents by using a Monthly School Newsletter sent home each month with the student. • School Website – Parents can check the School Website for information about teachers, curriculum, upcoming events, school initiatives, and behavior goals. • Meet and Greet – Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. • Open House – Fall meeting with parents to discuss standards, curriculum, grade level expectations, classrooms routines and procedures, and upcoming events. • PTA Meetings – Parent Teacher Association meetings are held to discuss school issues and deliver information to parents and community members. • SAT/IEP/Parent Conferences – These meetings are held to discuss student progress as needed. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Open House Schedule and Materials Student Progress Documentation and Data</p>	<p>Effectiveness Results:</p>
---	--	---	---	--------------------------------------

Honey Island Elementary 2018-2019

<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: All reports indicated, including the SIP</p>	<p>Effectiveness Measure: Parent Sign-in sheets Parent Feedback</p>
				<p>Effectiveness Results:</p>

Honey Island Elementary 2018-2019

Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

In compliance with LA 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>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Meet and Greet Annual Review of State Standards, School Site Assessments, School Handbook, and <i>Monitoring Your Child's Progress</i> are reviewed and Parental Folder of resources is sent home. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: Folders with Resources Copies of Standards and Assessments <i>Monitoring Your Child's Progress</i></p>	<p>Effectiveness Measure: Parent Sign-in Sheets Parent Feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Open House – Parents attend to receive overview of State Standards, State, District, and School Assessments, and other parent resources. Parents have the opportunity to schedule parent-teacher conferences based on individual student needs at this time and throughout the year. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: Copies of State Standards Copies of Assessments Copies of Parent Resources</p>	<p>Effectiveness Measure: Sign-in Sheets Parent Feedback</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary 2018-2019

<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • Mid-Year Parent Information Meeting – Share and review student progress in DIBELS and other assessments 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies of DIBELS and other assessment data</p>	<p>Effectiveness Measure: Parent Sign-in Sheet Parent Feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> • Parent Informational articles/handouts will be sent home periodically to help parents with the following topics: <ul style="list-style-type: none"> ○ Homework Help ○ Vocabulary Development ○ Ready Gen Strategies and Information ○ Guide Books Strategies and Information ○ Math Strategies 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies of Resources</p>	<p>Effectiveness Measure: Parent Feedback</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • LDOE Guidebooks 2.0- Rigorous ELA curriculum aligned to the standards. • ReadyGen for 2nd Grade – Rigorous ELA curriculum aligned to the standards, scaffolded instruction • STPSB – GC Pacing Guide • Social Studies - The use of LDOE 3rd grade Social Studies Curriculum, Instructional Tasks, Item Sets, and LDOE Guidebook 2.0 Louisiana Purchase Unit. Also, 2nd grade’s use of St. Tammany Parish Guaranteed Curriculum. • 6-minute solution for ELA fluency – 2nd and 3rd grade • Eureka Math – Rigorous Math instruction for both 2nd and 3rd Grade • Focused Modeled Writing • Strategies: Kagan, Bag and Tag Strategies, Math Problem Solving Strategies, Math Models • PLC Meetings – focus on Guidebook and ReadyGen rigorous instruction, including vocabulary strategies 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>2nd Grade – ReadyGen materials 3rd – Guidebook Materials Social Studies Curriculum Fluency passages; data collection Eureka Math materials Writing prompts PLC materials</p>	<p>Effectiveness Measure:</p> <p>LEAP Assessment results – Indexes and subcategory scores SLT assessment results for 2nd grade Quarterly/final grades Weekly Assessments and daily exit tickets</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary 2018-2019

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 2025 • SLTs • DIBELS • State Guidebook Assessments • ReadyGen Assessments • Weekly Assessments and Exit Tickets in ELA, Math, and Social Studies • Writing Rubrics 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Testing Materials</p>	<p>Effectiveness Measure: Weekly Grades Quarterly Grades LEAP 2025 SLT Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>Our special needs students may be included full day in the regular classroom with monitoring, resource minutes, or self-contained minutes. We have Resource, Moderate, RNC, and MAE classroom settings.</p> <p>Students in Moderate or RNC may participate in the LEAP Connect Curriculum; otherwise, students receive accommodations in the regular core curriculum.</p> <p>Strategies may include scaffolded instruction, Guidebooks, ReadyGen, Project Read, and Adapted Novels.</p> <p>Special Education paraprofessionals are strategically placed to provide needed support in each special education classroom based on individual student needs. Parent and community volunteers assist students based on need.</p> <p>Curriculum-based assessments and the Silvaroli assessment are used to determine needs and assess on-going progress. Students in the SAT process are monitored through intervention assessments and checklists.</p> <p>Teachers analyze data in articulation teams at PLC meetings and grade level meetings. Weekly tests, exit tickets, rubrics, DIBELS, SLTs, and other assessments are analyzed to determine growth toward mastery.</p>	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Core curriculum materials LEAP Connect Materials Paraprofessionals PLC meetings</p>	<p>Effectiveness Measure: LEAP 2025 SLT assessments Weekly assessment data – both summative and formative</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary 2018-2019

<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> At Honey Island, we have an EL teacher for 2 ½ days a week. She pulls students in small groups to work with them on curricular needs. We also have a full-time EL tutor. Her role as tutor is a “push-in” model. She goes into regular classrooms to help support the EL students. We also have the FAST Forward program that some of our EL students participate in. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: EL materials and software Fast Forward software</p>	<p>Effectiveness Measure: Fast Forward individual student progress Classroom grades; assessment results ELPT results</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> At Honey Island, teachers analyze classroom assessments and performance to determine if students are at risk. After close data analysis, students that are determined to be at risk are referred to SAT (Student Assistance Team). SAT (Student Assistance Team) Process– Intervention data is shared and decisions are made regarding recommended evaluations or additional interventions. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Assessments SAT protocol Intervention List</p>	<p>Effectiveness Measure: Student Assessment and Intervention Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Project READ- evidenced based intervention program using targeted multi-sensory phonics activities and direct instruction. Fast Forward – evidenced based language and reading online intervention program Parent Volunteers- Parent volunteers practice reading fluency with students. Reading Fluency Practice (Repeated Readings)- students engage in repeated readings both in class and at home to increase accuracy and reading rate. Classroom teacher implements the interventions based on student needs. Moby Max – Standards-based assessment online tool 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: School licenses for software Project Read materials Reading Fluency materials Intervention Resources</p>	<p>Effectiveness Measure: Student Assessment Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> TAT- Teacher Assistance Team where interventions are developed and implemented by teachers. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Intervention Resources SAT Resources</p>	<p>Effectiveness Measure: Student Assessment Data</p>

Honey Island Elementary 2018-2019

<ul style="list-style-type: none"> SAT Process- Student Assistance Team – Intervention data is shared and decisions are made regarding recommended evaluations or additional interventions. IEP Process- Goals are revisited, decisions for more restrictive environment and/or reevaluation 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	IEPs and other Special Education Forms and Materials	Effectiveness Results:
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> Teachers use a multisensory approach to teaching and learning. Students receive small group instruction daily to address learning deficits. Students receive instruction at their instructional level with accommodations and modifications. Students that qualify receive additional services such as Speech, adapted P.E., Occupational Therapy, and Physical Therapy. The LA Connectors for Students With Disabilities (Students Who Qualify based on evaluation results) will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the IEP student to focus on meaning and then engage in the content specific practices in ELA, Math, Science, and Social Studies. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Multisensory Materials and Interventions LA Connector Curriculum	Effectiveness Measure: Student Assessment Data Effectiveness Results:
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> Part-Time ESL Teacher and Full Time English Second Language Para-educator- pushes in and pulls out to decrease language barrier using Fast Forward, Project Read, and using MySciLearn. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: LEP Tutor Software Licenses LEP Materials	Effectiveness Measure: Student Assessment Data

Honey Island Elementary 2018-2019

		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<i>Support and Extended Learning</i>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • At Honey Island, we have extended learning through gifted education, talented art/theatre, music, P.E., art, string music, and library. • Honey Island provides support through speech, physical therapy, adapted PE, occupational therapy, visually impaired, and audio deficits. • We have community support through Good News Club, PTA, and Restaurant Incentives. • Guests Speakers address content standards • MAE Management and Alternative Education Class supports students with behavior needs • Range of Special Education Classes – Reduced Numbers, Moderate, Resource, Gifted • ESL Services • KIT Tutoring for Kids in Transition 	Goal(s): 1, 2, 3, 4	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Teachers Therapists Parent and Community Volunteers</p>	<p>Effectiveness Measure: Student Assessment Data Student Program Participation Data Rosters</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • STEM (Science, Technology, Engineering, and Math Club) • In-house Field Trips addressing content • Girls on the Run 	Goal(s): 1, 2, 3, 4	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: KIT Tutor Parent Volunteers</p>	<p>Effectiveness Measure: Student Assessment Data Participation Data</p>

Honey Island Elementary 2018-2019

<ul style="list-style-type: none"> • Good News Club • Parent Volunteer Tutoring 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
<i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i>				
Mental Health Provider Services: <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. • 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: MHP	Effectiveness Measure: Outcome Measures for MHP Chart
Counseling Services: <ul style="list-style-type: none"> • The School Guidance Counselor provides individual, small group, and classroom guidance instruction. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	Items Needed: Guidance Counselor	Effectiveness Measure: Counselor Log Effectiveness Measures Student Assessment Data

Honey Island Elementary 2018-2019

		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> • Ongoing implementation of FISH Philosophy as school wide guidelines-Be There, Choose Your Attitude, Make Someone’s Day, Have Fun. • Implementation of CHAMPS behavior program throughout the school in all areas of the school. • Teachers may refer students to the Tier 2 Structure- SWIM Team- where students have a one to one mentor to encourage and give feedback regarding behavior. • Monthly PBIS Meetings- Behavior data is shared to determine a monthly behavior goal. • School-wide and classroom positive behavior structure in place- CHAMPOs, Buzz Bucks, Honey Hive Store • Guidance Counselor- Individual, small group, and classroom guidance instruction • MHP – Individual and Small Group counseling based on need 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: PBIS Materials SWIM Documentation Counselor and MHP	Effectiveness Measure: Student Behavior Data Student Success Data <hr/> Effectiveness Results:

Honey Island Elementary 2018-2019

Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Incoming- Spring Tour of Campus • Back to School Meet and Greet • Administrators Across Schools meet to discuss incoming students, as well as behavior and academic needs • Outgoing-Spring Presentation by Middle School Administrative Team • Administrators Across Schools meet to discuss outgoing students, as well as behavior and academic needs 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Event Schedules</p>	<p>Effectiveness Measure: Student Participation</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLC will meet 8 times during the year: 9/11, 10/9, 11/13, 4/16, 1/15, 2/12, 3/19, and 5/14 • PLC meetings will be led by administration, teacher leaders, TRT, and/or our instructional coach, Ms. Susan Coffey. • PLC meetings will focus on data analysis to assess student needs and drive instruction • At PLC meetings, teachers will use backwards design methods to plan units of instruction for ELA, Math, and Science. • PLC meetings will investigate strategies and lesson activities for vocabulary instruction, math problem solving strategies, and economics. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: PLC Schedules Substitutes for PLC Meetings Curriculum Resources</p>	<p>Effectiveness Measure: Assessment Data Compass Lesson Data Teacher Sign-in Documentation</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • 1, 2, 3 Team Meeting for teachers new to HIE • Articulation Team Meetings- grade level teams of 4 to 5 teachers who share common planning meet weekly for collaboration • Ongoing ReadyGen Training for 2nd Grade Teachers- new reading curriculum • Eureka strategies – Teacher Leaders were sent to Eureka training and then re-delivered to entire faculty • Instructional Coach Delivered professional development on vocabulary strategies • Buddy School Collaboration Meetings- teachers meet for collaboration • District Training for DIBELS, Project Read, ESL, Guidebook, Ready Gen • Teacher Leaders for Ready Gen meet with district monthly and re-deliver to second grade teachers 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Resource Handouts Curriculum Materials Instructional Coach Curriculum Specialists</p>	<p>Effectiveness Measure: Student Assessment Data Teacher Sign-in Sheets and Training Certificates</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary 2018-2019

<ul style="list-style-type: none"> • Social Studies and Science curriculum specialists provide professional development for second and third grade teachers at professional development days 				
---	--	--	--	--

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

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, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- Student assessment data will be monitored during eight yearly PLC meetings. This data analysis will drive instruction and determine intervention and acceleration needs for individual students.
- Teachers will use weekly, monthly, and unit testing to monitor student success towards identified goals.
- SLT results will be used to determine student academic success in ELA and Math.
- Special Education teachers will analyze student assessment data and growth towards IEP goals to determine student success and to drive revision of IEP goals for individual students.
- 2018 LEAP test scores will be used to evaluate goals and drive the design of new goals.
- All student data will be used to determine the success of the 4 SIP goals identified for this school year.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- **The SIP Team will meet in January 2019 and in May 2019 to analyze overall student data as well as student programs that were implemented this school year.**

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- Our SIP evaluation results will be reported during the 2019/2020 school year once LEAP scores are in and can be analyzed. The results will be reported through PTA meetings and through a SIP fact sheet sent home to parents.

2018-2019 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- Principal: Mary Jane Smith
- Assistant Principal: Gina Troyer
- Student:
- Teacher: Wendy Varnado
- Teacher: Julie Ricca
- Teacher: Allison Trahan
- Teacher and Parent/Family: Danyel Black
- Teacher and Parent/Family: Melissa Eitmann
- Community Member:

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Mary Jane Smith
- Assistant Principal: Gina Troyer
- Student:
- Teacher: Wendy Varnado
- Teacher: Julie Ricca
- Teacher: Allison Trahan
- Teacher and Parent/Family: Danyel Black
- Teacher and Parent/Family: Melissa Eitmann
- Parent/Family: Renee Hirsh