

**2018-2019
SCHOOL IMPROVEMENT PLAN**

**Whispering Forest
Elementary**



St. Tammany Parish Public Schools

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

3/15/2019

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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
Our third grade DIBELS Next Assessment increased by 11% from 62% in spring 2017 to 73% in spring 2018 in Benchmark or Above Benchmark percentages over the past 2 years. Our Kindergarten consistently demonstrated growth on the DIBELS Next Assessment by an average of 16% over the past 3 years.	Our second grade DIBELS Next Assessment decreased by 11% from 82% in spring 2017 to 71% in spring 2018 in Benchmark or Above Benchmark percentages over the past 2 years.
Our highest school index was the LEAP 2025 Assessment Index score over the past two years, increasing by 10.1 points (currently 81.1).	Our lowest school index score was the Student Growth to Mastery Index in 2018 at 78.2 points.
Our Assessment Index has improved across all subject areas over the past two years. In ELA, we have consistently increased our Assessment Index score over the past 3 years from 68.3 (2016) to 72.1 (2017) to 82.1 (2018) with a total increase of 13.8 points.	Our Student Growth to Mastery Index is lower than our Assessment Index by 2.9 points, currently at 78.2 points.
In 2018, the highest ELA Subcategory Score was Written Expression (65% proficient) which is an increase of 49% from 2017. In 2018, the highest Math Subcategory Score was Fractions as Numbers and Equivalents (72% proficient).	In 2018, the lowest ELA Subcategory Score was Knowledge and Use of Language Conventions (37% proficient). In 2018 the lowest Math Subcategory Score was in Solving Time, Area, Measurement, and Estimation Problems (41% proficient).
Over the past three years, the Math Assessment Index Score has been a strength at 91.6 (2016), 77.9 (2017) and 90.5 (2018).	Over the past two years, the Social Studies Assessment Index Score has been a weakness at 52.3 (2017) and 60.2 (2018).
Over the past two years, the Hispanic subgroup Index Scores in ELA have increased from 73.3 (2017) to 85 (2018). Over the past two years, the Black subgroup Index Scores in Math have increased from 60 (2017) to 92.3 (2018).	Over the past three years in both ELA and Math, the Students with Disabilities subgroup has consistently been a weakness. The ELA subgroup Index Scores for the Students with Disabilities subgroup are 37 (2016), 41.6 (2017), and 52.7 (2018); and the Math Index Scores are 57.5 (2016), 52.8 (2017), and 58.6 (2018).
The ELA Hispanic subgroup Index Scores increased by 25 points over the past three years. The 2018 ELA Hispanic subgroup score is 85.0. The Math Black subgroup Index Scores increased by 7.1 points over the past three years. The 2018 Math Black Subgroup score is 92.3.	All subgroups in 2017 in Math showed a decline; however, they demonstrated improvement in 2018. The Students with Disabilities subgroup had the smallest increase from 52.8 (2017) to 58.6 (2018).

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<p>In ELA, the Hispanic subgroup Achievement Gap has decreased by 11.1 points. The 2018 ELA Hispanic subgroup is 85.0.</p>	<p>In ELA and Math, the White subgroup Achievement Gap increased; however, we only saw this trend in 2018. In ELA, the Black, Economically Disadvantaged, and Students with Disabilities subgroup Index Scores have been consistently below the Whole School Index scores for the past three years.</p>
<p>All subgroups increased in the ELA Subject Level Index over the past three years. The Hispanic subgroup had the highest increase from 60.0 (2016) to 85.0 (2018).</p>	<p>All subgroups declined in the Math Subject Level Index Scores in 2017. The Students with Disabilities subgroup has consistently scored lower than the other subgroups in both ELA and Math over the past three years.</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>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. K-3 grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10 percentage points from Fall 2018 to Spring 2019 as follows: Kindergarten – 55% total at or above benchmark to 65% 1st Grade – 57% total at or above benchmark to 67% 2nd Grade – 78% total at or above benchmark to 88% 3rd Grade – 71% total at or above benchmark to 81%</p>	
<p>2. From Spring 2018 to Spring 2019 the percentage of students achieving Mastery or Above on the LEAP 2025 Math Assessment in grade 3 will increase by 5 percentage points as follows: 3rd 68% - 73%.</p>	
<p>3. From Spring 2018 to Spring 2019 the students in the subgroup “Students with Disabilities for the Whole School” will increase their Assessment Index on LEAP 2025 as follows: ELA: Increase by at least 5 index points from 52.7 to 57.7. Math: Increase by at least 5 index points from 58.6 to 63.6.</p>	

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>Design:</p> <ul style="list-style-type: none"> • Three parents are on the SIP committee • The SIP is on the school’s website with a link asking to provide feedback • The SIP is presented to parents at a PTA meeting and parents are asked for input on the design <p>Evaluation:</p> <ul style="list-style-type: none"> • The Title I Spring Parent/Family Survey is used to evaluate the SIP • Monthly PTA meetings are used to get parent feedback on programs and activities being implemented • Evaluation results are shared at Open House 	<p>Goal(s):</p> <p>1,2, and 3</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 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>Paper</p>	<p>Effectiveness Measure:</p> <p>Title I Parent Surveys PFE Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • School decisions are discussed at monthly PTA Board meetings (third Wednesday of each month). The administrative team is in attendance at each meeting. Ideas are presented and board members are asked/encouraged to give input and/or ideas about upcoming events. We also discuss previous events and ask if for ways to improve. • SAT Meetings – these meetings are held weekly and parents are invited to attend. Our parents usually attend and are a part of the conversation. The team ensures that parents have a say in the intervention plan and are aware of the next steps in the process. • IEP Meetings – these meetings are held throughout the year as needed. Parents are invited to come and be part of the conversation and plan. Parent input is necessary and concerns are always addressed. • LRE Meetings – these meetings are held throughout the year as needed. Parents are invited to come and be part of the conversation and plan. Parent input is necessary and concerns are always addressed. 	<p>Goal(s): 1, 2 and 3</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>Effectiveness Measure: Title I Parent Surveys</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"> • Flyers are sent home for all Parent/Family activities and events school wide • Weekly Classroom Newsletter- All teachers send home weekly newsletter that include information about curriculum and upcoming events • Agendas- 2nd and 3rd grade use agendas to communicate with parents on a daily basis including homework, classwork, behavior, events, etc. • Robocalls used throughout the year as necessary to inform parents of upcoming events and/or news 	<p>Goal(s): 1, 2 and 3</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 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: Paper Agendas/Planners Website</p>	<p>Effectiveness Measure: Title I Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • JPAMS – used by all teachers to input grades for parents to have access to them all year • Teacher websites – updated weekly by all teachers and includes district, school, and classroom events; this tool is also used to inform parents of assignments and tests • School website – updated weekly with upcoming events and information related to the school and district • Parent Family Engagement events always include information about the SIP/Title I Plan, as well as strategies parents can use with their students at home to increase student success 				
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with EL families in a language they can understand and notify EL 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 and 3</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 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>Effectiveness Measure:</p> <p>Title I Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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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: <u>Meet and Greet (August)</u></p> <ul style="list-style-type: none"> • Meet the teacher • Schedule Information • Curriculum expectations for the year 	<p>Goal(s): 1, 2 and 3</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 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: Paper Postage for invitation</p>	<p>Effectiveness Measure: Title 1 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: <u>Reading and Writing Curriculum Information Night (October)</u></p> <ul style="list-style-type: none"> • Strategies to help complete homework assignments • Frequently Asked Questions about curriculum • How to setup a daily after school routine with your child • Examples of instruction methods • Parent Guidelines for Read Aloud with their children • This will be offered at night and during the day. 	<p>Goal(s): 1 and 3</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 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: Power point presentation Stipends for teachers</p>	<p>Effectiveness Measure: Title 1 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3: <u>Guidebook and LEAP 2025 (November)</u></p> <ul style="list-style-type: none"> Information and strategies to help parents understand the reading standards and guidebook material To better help their children at home Information about the state assessments What parents/families can do at home to help prepare the student for state testing This event will be offered during schools hours as well as in the evening 	<p>Goal(s): 1, 2 and 3</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 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>Power point presentation</p> <p>Stipends for teachers</p>	<p>Effectiveness Measure: Title 1 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4: <u>Family Math/Reading/STEM Night(January)</u></p> <ul style="list-style-type: none"> Stations will be setup around the school focusing on literacy and Math Families learn creative strategies to solve math problems and help their child improve writing skills at home 	<p>Goal(s): 1, 2 and 3</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 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>Stipends for teachers</p> <p>Materials for Stations</p>	<p>Effectiveness Measure: Exit Ticket</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5: <u>Transition Meeting for Third Grade going to Clearwood</u></p> <ul style="list-style-type: none"> Meet with Clearwood’s (Feeder school) principal and teachers to review expectations for 4th grade Learn what can be done over the summer to better prepare for 4th grade 	<p>Goal(s): 1, 2 and 3</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 	<p>Items Needed:</p> <p>Handouts for parents</p>	<p>Effectiveness Measure: Title 1 Survey</p>

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<ul style="list-style-type: none"> • Questions and Answers session 		<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>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: <u>Summer Learning Fun (May)</u></p> <ul style="list-style-type: none"> • Fun and easy things you can do during the summer to keep your child on track • Grade level expectations for next year • Information on summer programs available in St. Tammany Parish • This event will be offered during schools hours as well as in the evening 	<p>Goal(s): 1, 2 and 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input 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: Handouts for parents</p>	<p>Effectiveness Measure: Title 1 Survey</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
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> • Title 1 paraprofessional and 2 certified teachers push into the classrooms to assist with BURST intervention groups. • Guidebooks 2.0 – 3rd grade <i>Louisiana Purchase</i> in the 2nd nine weeks and <i>Because of Winn Dixie</i> in the 3rd nine weeks • Guaranteed Curriculum/Standards based curriculum provided by the district • Title 1 paraprofessional – Assists 2nd grade by pushing into each classroom and working with small groups of students for half of the day • Ready GEN/New Reading and Writing Curriculum for K-2nd • RAPS (Restate, Answer, Prove, Sum It Up) – Writing strategy to support students school wide to be able to better explain their thinking and expression • MobyMAX – Internet based intervention for students in grades K – 3rd to support cross curricular needs 	Goal(s): 1, 2 and 3	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 <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: Moby Max subscription BURST iPADS	Effectiveness Measure: LEAP 2025 Math SLTs ELA SLTs
				Effectiveness Results:

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS – phonemic awareness assessment used three times throughout the year in grades K-3; data is used to form reading instruction groups and to instruct students on their level • Student Learning Targets – Math and ELA assessment used three times throughout the year in grades PK-3; data is used to measure student growth and how to effectively plan for future learning • Weekly Assessments – used in grades PK-3 to assess what information students have mastered and what standards need to be retaught • LEAP 2025 – 3rd grade assessment in the Spring; this assesses ELA, Math, Science, and Social Studies. It is based on 3rd grade Louisiana State Standards • Phonics Benchmark Assessments – 2nd grade assessment to see if students have mastered the current skill and are ready to move on to the next skill; this assessment is roughly given once every 6 weeks; our instructional coach, Jill Green is involved with the planning, implementation, and assessment of this program • Desired Results Development Profile (DRDP) (K) – assessment used in Kindergarten to identify and address student developmental progress and learning style • TS Gold (PreK) – an observation-based assessment tool used in PreK throughout the year that is updated weekly; it shows student growth throughout the year • Curriculum Based Assessments – assessment used in special education across all grade levels to see where the student is functioning in the regular curriculum; these assessments are given as needed throughout the year 	<p>Goal(s): 1, 2 and 3</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 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>DIBELS Subs</p> <p>Phonics Benchmark Assessments</p> <p>Instructional Coach</p>	<p>Effectiveness Measure:</p> <p>DIBELS Spring Measure Math SLT ELA SLT LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Phonics Intervention, BURST – Kindergarten through 3rd grade students were assessed using the Fall DIBELS measure. Students were grouped based on weaknesses and placed in a group to focus on those specific phonics needs. Groups will change as students are assessed and show growth and/or need for additional intervention. All teachers, our instructional aide, and our two tutors are implementing this program. Students will receive this intervention five days per week, for 30 minutes each day. They will be assessed every 10 days. Our instructional coach is very involved with this intervention – from planning, implementing, and assessing students as well as the program itself. • Florida Center for Reading Research – intervention used for students going through the SAT process that are struggling in ELA. • Fast Forward – daily intervention used for students who require assistance with processing, recall, and overall language weaknesses for grades K-3; these interventions are done during stations/small group instruction and are teacher-directed for 4 days/week, 15-20 minutes per day. • Grades K-3 have inclusion classrooms. This structure allows for students with 	<p>Goal(s): 1, 2 and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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: BURST program Ipads Salaries and benefits for tutors and instructional aide FCRR Fast Forward</p>	<p>Effectiveness Measure: BURST data DIEELS data</p> <hr/> <p>Effectiveness Results:</p>
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<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"> An EL para educator pushes into classrooms of EL students to work in both one-on-one and small groups. She will assist the EL students as needed to bridge the gap of their skills especially in phonics and reading to ensure that grade level expectations are being met. 	<p>Goal(s): 1, 2 and 3</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 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: ESL para</p>	<p>Effectiveness Measure: ELPT data</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> DIBELS data – used to determine students who need additional phonics and fluency support; Strategic and Intensive students are grouped by weakness and placed in an intervention group to focus on the specific need SLT data (ELA and Math) – used to determine which students are ready for core instruction and those who are in need of additional intervention Weekly Assessments – used to progress monitor and regroup students as needed Student Assistance Team – used for students who are not successful with core instruction or school-wide intervention programs Phonics Benchmark Assessment – used to determine which students are ready to move on to the next skill and those who are still in need of current intervention; our instructional coach, Jill Green, helped to develop these assessments and is working with the teachers to analyze and plan from these assessments 	<p>Goal(s): 1, 2 and 3</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 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: BURST data Benchmark Assessment Instructional Coach</p>	<p>Effectiveness Measure: DIBELS Spring Measure ELA SLT Math SLT LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Title I paraprofessional- Assist all grade levels during intervention time to do an intervention with a group of students. Two certified tutors will visit each grade level during Intervention time to do an intervention with a group of students 1 certified tutor will visit each grade level to pull a math intervention group Burst- scripted lessons targeting areas of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, fluency, and comprehension. Interventions done by each classroom teacher and 2 certified tutors Florida Center for Reading Research – intervention used for students going through the SAT process that are struggling in ELA. Fast Forward – daily intervention used for students who require assistance with processing, recall, and overall language weaknesses for grades K-3; these interventions are done during stations/small group instruction and are teacher-directed for 4 days/week, 15-20 minutes per day. 	<p>Goal(s): 1, 2 and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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:</p> <p>Burst licenses Instructional Coach Fast Forward FCRR Salaries and benefits for tutors and instructional aide</p>	<p>Effectiveness Measure:</p> <p>BURST data DIBELS data DIBELS</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"> Student Assistance Team – TRT, PAS, Counselor, SLP, Assistant Principal, Teacher, Parent. Meet weekly on students to design interventions to monitor and track student progress. Make decision(s) based on hard data to determine if an evaluation is necessary in order to support the student as needed. 	<p>Goal(s): 1, 2 and 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 type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>None</p>	<p>Effectiveness Measure:</p> <p>SAT documentation</p> <hr/> <p>Effectiveness Results:</p>

Whispering Forest 2018-2019

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Fast Forward – daily intervention used for students who require assistance with processing, recall, and overall language weaknesses for grades K-3; these interventions are done during stations/small group instruction and are teacher-directed for 4 days/week, 15-20 minutes per day. • BURST intervention groups are being utilized in the classroom for all students including students with disabilities to provide small group intervention 	<p>Goal(s): 1, 2 and 3</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 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: Fast Forward</p>	<p>Effectiveness Measure: DIBELS data Fast Forward data</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions 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>Goal(s): 1, 2 and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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: ESL Para</p>	<p>Effectiveness Measure: ELPT</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<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"> • Title I – supplemental funds to support all students in their area(s) of need. This includes human, program, and internet based strategies. • ESL – an ESL para, Carrie Reeves, who pushes-in to classrooms two times per week to support students who qualify as English as Second Language Learners. • SpEd – includes resource, inclusion, blended, moderate and RNC models. • Students who qualify with an IEP receive speech services both in a special setting and as a push-in for the regular class. • Students receive Physical Education twice a week for 30 minutes a day as well as library, art and music once a week for 30 minutes with an enrichment teacher. • Students also have access to a computer lab on a weekly basis. • Kids in Transition Tutoring – after school tutoring for students who are in transition and are struggling academically. They are also provided supplies and uniforms as needed as well as field trip payments. 	<p>Goal(s): 1, 2 and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Computers Enrichment class material and supplies ESL para</p>	<p>Effectiveness Measure: Math SLT ELA SLT LEAP 2025 ELPT Title I Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
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Whispering Forest 2018-2019

<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"> • After School Enrichment- After school ELA and Math enrichment two times a week, one hour each day, 8 weeks in the 2nd semester- Teachers identify students who can be pushed to meet Mastery on the state assessment to participate in the enrichment • Extended School Year – students have to qualify through special education assessment, including observation, for this program. • Kids in Transition Tutoring – after school tutoring for students who are in transition and are struggling academically. 	<p>Goal(s): 1, 2 and 3</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 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 	<p>Items Needed: Salaries and benefits for after school tutors</p>	<p>Effectiveness Measure: LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
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Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <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. 	<p>Goal(s): 1, 2 and 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 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: Salary and benefits for MHP</p>	<p>Effectiveness Measure: Behavior data</p> <hr/> <p>Effectiveness Results:</p>
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Whispering Forest 2018-2019

<p>Counseling Services:</p> <ul style="list-style-type: none"> The guidance counselor will plan, coordinate and implement counseling activities in the classroom and for small group and/or individual guidance. The counseling will help students establish personal goals, monitor behavior and academic goals, and assist with transition of new students. The counselor will assist and respond to the immediate needs and concerns of the student(s). The counselor will offer a range of services from early intervention to crisis response. 	<p>Goal(s): 1, 2 and 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 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>Effectiveness Measure: Behavior data</p> <hr/> <p>Effectiveness Results:</p>
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<p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> School-wide PBIS program – program used to encourage positive behavior. There are opportunities for students to earn “Crittter Cash” that students can use to earn and spend on privileges/prizes such as popcorn, erasers, keychains, pencils, etc. We also have Friendship Wednesday, shout-outs, candy, etc. Grade levels also implemented Reward-Reflection Recess on Friday afternoons. Individual classroom behavior management plans – teachers use a strategic behavior system that works in their classrooms for their students. Behavior Intervention Plans – students struggling both academically and behaviorally may need a BIP implemented. This is a more intensive plan that involves parent, student, and teacher interviews, as well as an IEP/SAT team, observations, and charted data. 	<p>Goal(s): 1, 2 and 3</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 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 	<p>Items Needed:</p> <p>Paper for Critter Cash</p> <p>Popcorn</p> <p>Candy, treats, prizes</p>	<p>Effectiveness Measure: Discipline Data</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Check-In Check-Out – students who continue to struggle and are experiencing additional difficulties outside of the school setting may receive additional support. The CICO Monthly PLCs are grade level specific. PreK, K, and 3rd grade meet the first Wednesday of September, October, November, January, February, and March. 1st and 2nd grades meet the first Tuesday of those same months. Each grade level meets for 3 hours. The PLC focus for PreK, K, 1st, and 2nd grades is phonics instruction and assessment. The focus for 3rd grade is Guidebooks 2.0. All grades are focusing on RAPS, and Great Minds math strategies. 				
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 students – the TRT tours families who are interested in coming to Whispering Forest. We also have a yearly Meet and Greet where parents and students can come to the school to meet that year’s teacher and become acquainted with the classroom. • Outgoing students – students who are leaving school before the end of the year are checked out through the Library, Cafeteria, and the TRT (textbooks). Third grade students have the opportunity to tour Clearwood Junior High (feeder school) at the end of the year. They get to meet the teachers and see the structure of the school. • We will conduct a PFE inviting Clearwood faculty and staff to come speak with our third grade families to review expectations for fourth grade. 	<p>Goal(s): 1, 2 and 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 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 	<p>Items Needed: School buses</p>	<p>Effectiveness Measure: Title 1 Parent Survey</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"> • Bi-monthly PLCs are held for 1.5 hours; 14 PLCs during the year. They are grade level specific. Teachers collaborate with instructional coaches and the interventionist to stay current on curriculum, interventions, and school-wide goals. • Weekly PLCs are grade-level specific. Teachers meet every Monday morning for 30 minutes to discuss the core curriculum for the week; focus is on phonics and writing instruction. 	<p>Goal(s): 1, 2 and 3</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 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: Substitutes</p>	<p>Effectiveness Measure: Math SLT ELA SLT LEAP 2025 DIBELS data</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • 6 teachers will attend the Great Minds Conference • PreK Coaches • Instructional Coach – provides support to administrators and teachers in identifying academic needs based on data and in learning effective strategies that will impact student achievement. • Optional District Provided PD • Interventionist—provides support, analyze data, and facilitate interventions for student success 	<p>Goal(s): 1, 2 and 3</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 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: Conference Registration and Subs Instructional Coach Interventionist</p>	<p>Effectiveness Measure: CLASS results DIBELS data LEAP 2025 data</p> <hr/> <p>Effectiveness Results:</p>

Whispering Forest 2018-2019

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.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

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:

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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:

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

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2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal:** Mrs. Leonard
- **Assistant Principal:** Mrs. Kendrick
- **Teacher:** Mrs. Elliott
- **Teacher:** Mrs. Messina
- **Teacher:** Mrs. Gallagher
- **Teacher:** Ms. Bowling
- **Parent/Family:** Oscarina E.
- **Parent/Family:** Tiffany B.
- **Community Member:**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Same as SIP Committee

Members Include:

- **Principal:** Mrs. Leonard
- **Assistant Principal:** Mrs. Kendrick
- **Teacher:** Mrs. Elliott
- **Teacher:** Mrs. Messina
- **Teacher:** Mrs. Gallagher
- **Teacher:** Ms. Bowling
- **Parent/Family:** Oscarina E.
- **Parent/Family:** Tiffany B.