



## 2017-18 School Improvement and Title I Plan

Hawthorne Elementary School  
Celia O'Connor-Weaver, Principal

### READING ACTION PLAN

### Key Performance Outcome:

#### 2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 37.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 39.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 41%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	52.4	29.8	17.9	<b>Reading</b>	30.0	60.0	10.0	<b>Reading</b>	34.5	50.0	15.5
Listening and Speaking	23.8	59.5	16.7	Listening and Speaking	25.0	65.0	10.0	Listening and Speaking	32.8	50.0	17.2
Writing	28.6	56.0	15.5	Writing	22.5	61.3	16.3	Writing	29.3	50.0	20.7
Research/Inquiry	23.8	57.1	19.0	Research/Inquiry	21.3	58.8	20.0	Research/Inquiry	37.9	39.7	22.4

Strategic Plan Reference	Reading Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2	<ul style="list-style-type: none"> <li>Implement 90 minute balanced literacy model</li> <li>Unpack each rigorous common assessment, identify clear learning targets and use backward design to plan unit instruction based on assessed standards and vocabulary</li> <li>Utilize GLAD strategies consistently</li> <li>Align IBA and Reach for Reading unit assessment results with equity targets</li> </ul>	<ul style="list-style-type: none"> <li>G3-G5 Reach for reading assessments</li> <li>iREADY data</li> <li>IBA data</li> </ul>
1.3 1.2	<ul style="list-style-type: none"> <li>Embed common core shifts into instruction through the use of core curriculum and new supplemental curriculum materials (close reading, accountable talk, and writing from sources)</li> <li>Teach academic tier two and three words</li> <li>Integrate inference into each literacy unit</li> <li>Identify central theme and main idea in informational and literary texts</li> </ul>	<ul style="list-style-type: none"> <li>iREADY data</li> <li>Reach for reading assessments</li> <li>IBA data</li> <li>Vocabulary assessment data</li> </ul>

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
3.2 3.3	<ul style="list-style-type: none"> <li>• Meet every 4-6 weeks in professional learning communities (PLCs) with instructional coaches and administrators to review progress on the instructional maps, assessments, and student work</li> <li>• Monitor student AR goals</li> </ul>	<ul style="list-style-type: none"> <li>• District reading assessment (DRA) data</li> <li>• iReady data</li> <li>• Leveled literacy intervention (LLI)</li> <li>• Imagine learning (IL)</li> <li>• Student intervention plans</li> <li>• Accelerated reader (AR) participation and success rates</li> </ul>
1.3 1.2	<ul style="list-style-type: none"> <li>• Assign struggling learners to appropriate interventions (Leveled Literacy Intervention (LLI), Imagine Learning (IL) Action Area Tools, Sylvan and homework)</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent attendance</li> <li>• DRA K-2</li> <li>• LLI</li> <li>• IL</li> <li>• DRA Progress Monitoring</li> <li>• iReady data</li> </ul>
1.5	<ul style="list-style-type: none"> <li>• Strengthen the culture of reading at Hawthorne</li> </ul>	<ul style="list-style-type: none"> <li>• Improve AR data by 10 percent from the 2016 17 school year</li> <li>• Increase attendance at literacy events</li> <li>• Increase summer reading by 5%</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

### 2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 37.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 39.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 41%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	52.4	29.8	17.9	Reading	30.0	60.0	10.0	Reading	34.5	50.0	15.5
Listening and Speaking	23.8	59.5	16.7	Listening and Speaking	25.0	65.0	10.0	Listening and Speaking	32.8	50.0	17.2
<b>Writing</b>	28.6	56.0	15.5	<b>Writing</b>	22.5	61.3	16.3	<b>Writing</b>	29.3	50.0	20.7
Research/Inquiry	23.8	57.1	19.0	Research/Inquiry	21.3	58.8	20.0	Research/Inquiry	37.9	39.7	22.4

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2 1.3	<ul style="list-style-type: none"> <li>Increase the volume of writing in all content areas (math journals, science journals, and writing journals)</li> <li>STEM/ELA integrated performance tasks</li> <li>On-going writing of informational, narrative and opinion texts</li> </ul>	<ul style="list-style-type: none"> <li>Student journals with CIA, Google Docs, Journals &amp; quick writes</li> <li>Engineering is Elementary (EIE) Integrated performance task results</li> <li>BFTL benchmark Writing Assessments (narrative, expository, opinion)</li> </ul>
1.2 1.3 3.3	<ul style="list-style-type: none"> <li>Increase writing from sources (using evidence to inform or make an argument)</li> <li>Use rubrics (BFTL) and Common Core State Standards (CCSS) to analyze and discuss K-5 students writing (three times per year)</li> </ul>	<ul style="list-style-type: none"> <li>Writing from sources assessments (Reach for Reading and science)</li> <li>IBA</li> <li>BFTL writing benchmark assessments</li> </ul>
2.3 3.2 3.3 2.2a	<ul style="list-style-type: none"> <li>Meet every quarter (9 weeks) in PLCs with instructional coaches and administrators to review place in instructional map, assessments, and student work</li> </ul>	<ul style="list-style-type: none"> <li>BFTL writing benchmark assessments</li> <li>Context related texts</li> <li>IBA</li> <li>Reach for reading assessments</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

### 2016-17 SBA Results

3rd Grade				4th Grade				5th Grade			
Overall: 54.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 42.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 31.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	29.6	34.6	35.8	Concepts and Procedures	37.2	32.1	30.8	Concepts and Procedures	52.6	28.1	19.3
Problem Solving and Modeling & Data Analysis	27.2	46.9	25.9	Problem Solving and Modeling & Data Analysis	26.9	59.0	14.1	Problem Solving and Modeling & Data Analysis	31.6	49.1	19.3
Communicating Reasoning	17.3	54.3	28.4	Communicating Reasoning	24.4	60.3	15.4	Communicating Reasoning	43.9	47.4	8.8

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2 1.3	<ul style="list-style-type: none"> <li>Implement 90-minute math blocks (1st - 5th) for Plan, Do, Check, Act</li> <li>Implement balanced math instructional model</li> <li>Unpack each rigorous common assessment, identify clear learning targets and use backward design to plan unit instruction based on assessed standards and vocabulary</li> <li>Utilize GLAD strategies consistently</li> <li>Reteach using para-educator support</li> <li>Align IBA and unit topic assessments results with equity targets</li> </ul>	<ul style="list-style-type: none"> <li>Unit topic assessments</li> <li>iReady math data</li> <li>LIF and PLC notes</li> </ul>
1.3	<ul style="list-style-type: none"> <li>Teach tier-two and tier-three vocabulary explicitly, using a variety of strategies</li> </ul>	<ul style="list-style-type: none"> <li>District leveled topic assessments</li> <li>iReady math data</li> <li>Formative assessments and surveys</li> <li>IBA data</li> </ul>
1.2 1.4	<ul style="list-style-type: none"> <li>Use high-leverage instructional practices to develop understanding of place value (including decimals), and to increase success with strategies that use place value to perform multi-digit arithmetic</li> </ul>	<ul style="list-style-type: none"> <li>District leveled topic assessments</li> <li>iReady math data</li> <li>IBA data</li> </ul>

<b>Strategic Plan Reference</b>	<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.3a	<ul style="list-style-type: none"> <li>Use high-leverage instructional practices to develop measurement concepts and skills including: measuring, estimating, converting, and problem solving (measurement)</li> </ul>	<ul style="list-style-type: none"> <li>District leveled topic assessments</li> <li>iREADY math data</li> <li>IBA</li> </ul>
2.3 3.2 3.3 2.2a	<ul style="list-style-type: none"> <li>Meet as grade level PLC's every 4-6 weeks with instructional coaches and administrators to review place in instructional map, disaggregate assessments, review student work, and plan for instruction</li> </ul>	<ul style="list-style-type: none"> <li>LIF and PLC notes</li> <li>Student intervention plans</li> <li>District leveled math assessment</li> <li>iREADY math data</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 5th grade meeting standard on the Washington Comprehensive Assessment of Science.

#### 5th Grade

Overall: 41.7%	Strand % Perf. Below	Strand % Perf. Similar
Systems	63.2	36.8
Inquiry	64.9	35.1
Application of Science	50.9	49.1
Domains	52.6	47.4

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
1.2 1.3	<ul style="list-style-type: none"> <li>Administer the Washington Comprehensive Assessment of Science (WCAS) practice assessments</li> <li>Increase the use of science texts in the daily 5 process</li> </ul>	<ul style="list-style-type: none"> <li>Engineering kit scientific writing tasks                             <ul style="list-style-type: none"> <li>G1-G5 EIE and Performance Tasks connected to EIE</li> <li>G3-G5 STEM Kits</li> </ul> </li> <li>As monitored by administrators</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Increase the usage of the science kits as monitored by school administrators</li> </ul>	<ul style="list-style-type: none"> <li>Science Notebooks</li> <li>EIE Assessment Data</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Introduce elements of the scientific inquiry process K-5</li> <li>GLAD posters for GK-G5 for the scientific inquiry process</li> </ul>	<ul style="list-style-type: none"> <li>End of unit Assessment (EIE Performance Task) G2-G5</li> </ul>
2.1	<ul style="list-style-type: none"> <li>Expand after school STEM learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentages of participation based on 2016-17 rates</li> <li>Increase performance rate in robotics</li> </ul>

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

The target for the 2017-18 school year is to increase the number of parents and staff members joining the PTA and to increase the number of families enrolled in our Natural Leader program. (all data compared to the 2016-17 school year)

<b>Strategic Plan Reference</b>	<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
5.2b	<ul style="list-style-type: none"> <li>Increase or maintain Hawthorne's Natural Leaders and PTA membership</li> </ul>	All data compared to the 2016-17 family partnership <ul style="list-style-type: none"> <li>Enrollment and participation in Natural Leaders meetings and events (sign in sheets)</li> <li>Membership and participation in PTA meetings and events</li> <li>Attendance at meetings and trainings</li> </ul>
5.3a	<ul style="list-style-type: none"> <li>Provide monthly newsletters to families with translated versions included</li> <li>Provide "linked to Learning" K-5 teachers, librarian etc add links to the newsletter</li> <li>Post the newsletter and updates on the school website</li> <li>Grade level weekly/monthly newsletters sent home in Wednesday folders</li> <li>Maintain website and Facebook page</li> <li>Increase communication to parents from teachers (phone calls, e-mails, home visits and postcards)</li> </ul>	<ul style="list-style-type: none"> <li>Web site analytics</li> <li>Current newsletters are posted in main hallway bulletin board</li> <li>Teachers' communication log</li> </ul>
5.3 a 5.2b	<ul style="list-style-type: none"> <li>Provide Title I parent events centered around instruction, family support, and academic interventions</li> </ul>	<ul style="list-style-type: none"> <li>Attendance (compared to the 2016-17 school year)</li> <li>Feedback forms</li> </ul>
5.2b	<ul style="list-style-type: none"> <li>Work with community partners to support Hawthorne students and families</li> </ul>	<ul style="list-style-type: none"> <li>Programs/Resource logs</li> <li>Family check in log</li> </ul>
5.4b	<ul style="list-style-type: none"> <li>Launch Family Shared Library</li> <li>Monitor library check out process</li> <li>Decrease the number of students who do not check books out</li> </ul>	<ul style="list-style-type: none"> <li>Sign in sheet</li> <li>Book check out</li> </ul>

**Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.**

**Key Performance Outcome(s):**

The target for the 2017 18 school year is to continue to implement the Panorama survey to 4th and 5th grade students and start implementing in 3rd grade. To use the information from the survey and the tools to target specific areas of need.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
1.4a	<ul style="list-style-type: none"> <li>Provide interpreters and support staff at each family event</li> </ul>	<ul style="list-style-type: none"> <li>Interpreter requests through Refugee and Immigrant Forum</li> </ul>
5.1	<ul style="list-style-type: none"> <li>Provide daily assistance to our families such as registering a child for school, School bell support, doctor appointments, and support for housing and counseling using the support from the family advocate and additional interpreters</li> </ul>	<ul style="list-style-type: none"> <li>Number of referrals</li> <li>Log of events and needed support</li> </ul>
5.1a	<ul style="list-style-type: none"> <li>Staff are visible before and after school to remind parents of Hawthorne events and activities</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at Hawthorne events</li> </ul>
5.1	<ul style="list-style-type: none"> <li>Communicate and measure service standards</li> </ul>	<ul style="list-style-type: none"> <li>Customer survey results</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Obtain more annual documents in more languages</li> </ul>	<ul style="list-style-type: none"> <li>Samples of additional documents</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Change perception of “lockdown school” beginning with the front entranceway.</li> </ul>	<ul style="list-style-type: none"> <li>Sign near front door, in multiple languages, welcoming people and inviting them to use the buzzer and look at the camera</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Identify and improve elements of physical environment</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly walkthroughs: customer survey results</li> </ul>
<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
5.1a	<ul style="list-style-type: none"> <li>Provide family advocate support to families</li> </ul>	<ul style="list-style-type: none"> <li>Family advocate log</li> </ul>
5.1a	<ul style="list-style-type: none"> <li>Convene regular safety team meetings to discuss and act on building student and staff safety issues</li> </ul>	<ul style="list-style-type: none"> <li>Debriefing notes after safety drills</li> <li>Safety work order completion</li> </ul>



<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
5.1a	<ul style="list-style-type: none"> <li>• Create comprehensive academic intervention system</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at Sylvan tutoring LLI, IL and homework groups</li> <li>• Attendance at summer school</li> </ul>
5.1a	<ul style="list-style-type: none"> <li>• Maintain our positive behavior intervention team consistently throughout the building</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior data team data and notes</li> <li>• Electronic referral &amp; quantitative data analysis</li> </ul>
<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
5.4b	<ul style="list-style-type: none"> <li>• Identify and ensure the potential for highly capable students and complete the referral process</li> </ul>	<ul style="list-style-type: none"> <li>• Highly capable referrals compared to 2016 17</li> </ul>
1.1 1.3	<ul style="list-style-type: none"> <li>• Strengthen LEGO Robotics club for fourth and fifth grade students</li> </ul>	<ul style="list-style-type: none"> <li>• LEGO club performance in competition</li> <li>• Community partner involvement in robotic club</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

The target for the 2017 18 school year is to increase the overall attendance rate by 10 percent and decrease the tardiness by 10 percent (all data compared to 2016 17)

<b>Strategic Plan Reference</b>	<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
5.1.a	<ul style="list-style-type: none"> <li>Reengage students in transition who have multiple absences</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> </ul>
5.1a	<ul style="list-style-type: none"> <li>Continue “All Here” recognition and reward classroom based attendance incentive program</li> </ul>	<ul style="list-style-type: none"> <li>Recognition data from HAWKS Pride assemblies</li> </ul>
5.1a	<ul style="list-style-type: none"> <li>Clearly communicate and stress the importance of consistent, on-time attendance with students and families</li> </ul>	<ul style="list-style-type: none"> <li>Principal's newsletter</li> <li>PTA newsletter</li> <li>Attendance data</li> </ul>
5.1a	<ul style="list-style-type: none"> <li>Meet regularly with counselor, attendance clerk, and administrator to monitor attendance, track trends, and address concerns</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data</li> </ul>
5.1a	<ul style="list-style-type: none"> <li>Communicate regularly with district attendance coordinator to address persistent attendance issues</li> </ul>	<ul style="list-style-type: none"> <li>Decrease the number of students who are tardy tracked by using attendance data</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

The target for the 2017 18 school year is to increase student Chromebook usage in all content areas of instruction and staff laptop usage during PLC's. (all data compared to 2016-17 data)

<b>Strategic Plan Reference</b>	<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
1.2 1.3	<ul style="list-style-type: none"> <li>Integrate Google Classroom and other online classroom tools (OneNote, Discovery Ed classroom) in our intermediate classrooms to share information and manage assignments and learning resources.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students accessing Google Classroom in grades 3-5</li> <li>Number of students accessing Google Classroom in Specialists or primary classrooms</li> <li>Number of students accessing other online classroom tools (On Note, Discovery Ed)</li> </ul>
1.2	<ul style="list-style-type: none"> <li>Implement Keyboarding Without Tears (KWT) on Chromebooks on a monthly basis for grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>Learning Log meeting notes/LIF Agenda Template Notes</li> </ul>
2.1 2.3	<ul style="list-style-type: none"> <li>Utilize HP Elite x2 devices and Office 365 for collaborative planning in PLCs.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Log meeting notes/LIF Agenda Template Notes</li> </ul>
1.2	<ul style="list-style-type: none"> <li>Implementation of digital citizenship lessons in technology class for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Log meeting notes/LIF Agenda Template Notes</li> </ul>

## STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
<ul style="list-style-type: none"> <li>• Julie Kaufman, Becky Hassler, Becky Ruddy &amp; Holly Im-Hamper</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input into ELA, math and EL action items on our SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Corinna Donnerberg</li> </ul>	<ul style="list-style-type: none"> <li>• Family support specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input for the family partnership, attendance, culture and equitable opportunities for our families</li> </ul>
<ul style="list-style-type: none"> <li>• Jana Sanchez</li> </ul>	<ul style="list-style-type: none"> <li>• District math facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input for grade level teachers on math action items on our SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Kathy Stilwell</li> </ul>	<ul style="list-style-type: none"> <li>• District math facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input for grade level teachers on math action items on our SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Holly Im-Hamper</li> </ul>	<ul style="list-style-type: none"> <li>• EL facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input for ELA action items on our SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Tiffany Classen</li> </ul>	<ul style="list-style-type: none"> <li>• CCS family counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input for our emotionally, physically, and intellectually safe action items on our SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Carmela Martin</li> </ul>	<ul style="list-style-type: none"> <li>PTA president</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input for our family partnership action plan on our SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Angie James</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input on our physical, emotionally, intellectually safe action items on our SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Gloria Stablein</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Provided input on our physical, emotionally, intellectually safe action items on our SIP</li> </ul>