

**2018-2019
SCHOOL IMPROVEMENT PLAN**

**Pontchartrain
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
Over the last three years, our Kindergarten DIBELS data has shown consistent growth meeting or exceeding the Benchmark of 80% or higher. The spring data in 2016 reported that 81% of students met Benchmark, the spring 2017 data reported 87%, and the spring 2018 data reported 83%.	According to DIBELS data, our first grade data has shown a decline over the last two years. The spring data in 2017 reported 72% of students met Benchmark, the spring data in 2018 reported 69% of students met Benchmark.
In 2018, the school Assessment Index was the highest at a school index at 98.9 points.	In 2018, the Student Growth to Mastery Index was the lowest school index at 95.5 points compared to the school assessment index of 98.9 points.
Our LEAP 2025 Assessment Index comparison over the 2016 - 2018 school years, has shown that the Math subject area index has consistently grown. The 2016 Math Index data reported 96.1 points, the 2017 data reported 101.9 points, and the 2018 data reported 105.8 points.	Our LEAP 2025 Assessment Index comparison over the 2016 - 2018 school years, has shown that the Social Studies subject area index has consistently decreased. The 2016 Social Studies index data reported 91.6 points, the 2017 data reported 88.3 points, and the 2018 data reported 83.6 points.
On the 2018 LEAP 2025 Assessment in Math, a potential strength is in the Math subcategory of Solving Problems With Any Operations with a score of 77% proficient.	A potential weakness for Social Studies is the Geography subcategory with a score of 48% proficient on the 2018 LEAP 2025 Assessment. In Math, a potential weakness is in the Math subcategory of Products and Quotients/Solve Multiplication and Division Problems with a score of 62% proficient on the LEAP 2025 Assessment.
In 2018, students scoring Mastery and Above for the Math subcategories of the LEAP 2025 Assessment scored the following: Modeling and Application category of 79% proficient, and the subcategory of Fractions as Numbers and Equivalents scored 84% proficient.	Social Studies Index scores have shown a weakness trend evident between the 2016 - 2018 school year on the LEAP 2025 Assessment. Reporting in 2016 an index score of 91.6 points, in 2017 an index score of 88.8 points, and in 2018 an index score of 83.6 points. This weakness is believed to be due to a realignment of the Social Studies curriculum.
The White subgroup has consistently been our highest performing subgroup in the Math Index over the past two years. Math Index Score data has grown from 98.7 points in 2016 to 103.7 points in 2017 and to 107.1 points in 2018.	The Students with Disabilities subgroup has been the lowest performing subgroup for ELA and Math Index scores over the past two years. ELA Index Score for this subgroup reported moving from 65.9 index score in 2016 to 65.5 points in 2017 and moved to 72.4 points in 2018. Math Index Scores for this subgroup reported moving from 79.2 points in 2016, 71.7 points in 2017, and 67.6 points in 2018.

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<p>The Whole School Subgroup Index Scores have increased in both areas of Math and ELA Index scores over the past 2 school years. ELA index scores for this subgroup have grown from 84.0 points in 2016, to 94.9 points in 2017 and to 101.6 points in 2018. Math index scores for this subgroup have grown from 96.1 points in 2016, to 101.9 points in 2017 and 105.8 points in 2018.</p>	<p>Our Hispanic Subgroup has shown a decline in index scores in both Math and ELA Index scores over the past school years. Math Index scores for this subgroup have declined from 102.7 points in 2017 to 98.8 points in 2018. ELA Index scores for this subgroup have declined from 109.1 points in 2017 to 91.9 points in 2018.</p>
<p>The ELA Achievement Gap decreased in the following subgroups from 2017 to 2018: the Whole School gap declined by 12.5 points; the White gap declined by 14.3 points; the Economically Disadvantaged gap declined by 13.8 points; and the Students with Disabilities gap declined by 12.7 points. The Math Achievement Gap decreased from 2016 to 2018 for the Whole School subgroup by 1.3 points since 2016.</p>	<p>The Students with Disabilities subgroup Math Achievement Gap has consistently increased by 20 points since 2016. The Math Achievement Gap also increased for the following subgroups from 2017 to 2018: Hispanic gap increased by 7.3 points and the Economically Disadvantaged gap increased by 1.9 points. The ELA Achievement Gap increased for the Hispanic subgroup from 2017 to 2018 by 11.4 points.</p>
<p>Math Assessment Index scores have been consistently higher than ELA Index scores over the past 2-3 years in all subgroups.</p>	<p>ELA Index scores have been consistently lower than Math Index scores over the past 2-3 years in all subgroups. Students with Disabilities student scores decreased from the 2016 - 2018 in Math. This student subgroup for Math, reported scores on the LEAP 2025 Assessment as follows in 2016 at 79.2, in 2017 at 71.7, and in 2018 reported at 67.6.</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>	

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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. ELA whole school (Kinder through 2nd grade) will increase reading achievement by increasing the percentage of students scoring “At Benchmark” or “Above Benchmark” on DIBELS Next by 4% from Fall 2018 to Spring of 2019 as follows:
 - a. Kinder – Fall 2018 _68_% to Spring 2019 _72_% “At Benchmark” or “Above Benchmark”
 - b. 1st – Fall 2018 _77_% to Spring 2019 _81_% “At Benchmark” or “Above Benchmark”
 - c. 2nd – Fall 2018 _87_% to Spring 2019 _91_% “At Benchmark” or “Above Benchmark”

2. From Spring 2018 to Spring 2019 3rd Grade students will increase the Assessment Index on LEAP 2025 in Math by 4 points and Social Studies by 1.4 points:
 - a. Math Fall 2018 – 105.8 points to 109.8 points in Spring 2019
 - b. Social Studies Fall 2018 – from 83.6 points to 85 points in Spring 2019

3. From Spring 2018 to Spring 2019 the students in subgroup “Students with Disabilities for the Third Grade” will increase their Assessment Index on LEAP 2025 by 2.6 points in ELA (ELA 2018 at 72.4 to 75 for Spring 2019 ELA) and by 2.4 points in Math (Math 2018 in 67.6 to 70 for Spring 2019 ELA).

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"> • Pre SIP Survey on basic SIP questions on School Website. <ul style="list-style-type: none"> ○ November – Create pre and post survey to use with a selected PES parent sample. <ul style="list-style-type: none"> ▪ Use pre-survey with a parent sample made up of a diverse group of selected parents. ○ December – Disseminate survey at a school meeting ○ January & February – Push out information via Robo-calls, flyers, teacher newsletters, and/or personal calls ○ March & April – Implement post-survey and compare data. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Post SIP Survey on basic SIP questions on School Website. <ul style="list-style-type: none"> ○ (see sub bullets from above) 	<p>Goal(s):</p> <p>Goals 1, 2, & 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> <ul style="list-style-type: none"> - Webmaster - Survey - School Website 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Data from pre versus post data on survey <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"> • Open House PTA presentations • Monthly PTA Rep meetings to discuss SIP Goals and the connection to the SIP, new curriculum, and • Teacher led mini-grants through PTA • Parent Volunteers in front office, copy room, science lab, and special events 	<p>Goal(s):</p> <p>Goals 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> - PTA Mini Grants - PTA Reps 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Attendance and sign in sheets at events - Number of approved the Teacher mini-grants <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"> • SIP plan will be posted in front office and with all teachers • SIP portion within weekly overviews with parent comment section 	<p>Goal(s):</p> <p>Goals 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> - SIP cut and paste summary for all teacher newsletters 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - SIP Post Survey on PES Website <hr/> <p>Effectiveness Results:</p>

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<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):</p> <p>Goals 1, 2, & 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>Reflections</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:</p> <ul style="list-style-type: none"> Book Fair and Grandparents Week 	<p>Goal(s): Goal 1</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> <ul style="list-style-type: none"> - Book Fair Week supplies from supplies - PTA set up for grandparents week: <ul style="list-style-type: none"> o Increased security measures on campus 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - DIBELS <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Weekly SAT Meetings 	<p>Goal(s): Goals 1, 2, & 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> <ul style="list-style-type: none"> - SAT Packet - IRPs - PTA Class Sitters - Interventions 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP - DIBELS - SLTs <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Open Houses (Kinder/1st and 2nd/3rd) 	<p>Goal(s): Goals 1, 2, & 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> <ul style="list-style-type: none"> - Open House - Advance Notice of Scheduled Events - Open House Pamphlets and Presentations 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - DIBELS - LEAP <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Cultural Arts Day 	<p>Goal(s): Goal 2</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> <ul style="list-style-type: none"> - Cultural Arts Day Supplies - Teacher Newsletters, Robo-Calls, and 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - DIBELS - LEAP <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Earth and Science 	<p>Goal(s): Goal 2</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 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Earth and Science Day set-up - Volunteers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP

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Parent Family Engagement Activity 6: <ul style="list-style-type: none"> • Passage Day 	Goal(s): Goals 1, 2, & 3	Budgets used to support this activity: <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 type="checkbox"/> Other	Items Needed: <ul style="list-style-type: none"> - PTA Passage Day set up, supplies, and overall agenda 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1665 396 2037 643"> Effectiveness Measure: <ul style="list-style-type: none"> - Report cards - Pupil progression plan - LEAP 2025 </td> </tr> <tr> <td data-bbox="1665 643 2037 888"> Effectiveness Results: </td> </tr> </table>	Effectiveness Measure: <ul style="list-style-type: none"> - Report cards - Pupil progression plan - LEAP 2025 	Effectiveness Results:
Effectiveness Measure: <ul style="list-style-type: none"> - Report cards - Pupil progression plan - LEAP 2025 						
Effectiveness Results:						

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"> ● Implementation of new, standards based curriculum for ELA (ReadyGen) and Math (Eureka). ● Master Schedules have been constructed to allow: <ul style="list-style-type: none"> ○ Common Grade Level Planning ○ Common PLCs times with Instructional Coach ○ Common Weekly Pod Meetings per grade levels. ○ Duty free mornings for Grade Level Meetings. 	<p>Goal(s):</p> <p>Goals 1, 2, & 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 type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Eureka and ReadyGen Materials 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP 2025 <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> CFAs (Common Formal Assessments) and PBA (Performance Based Assessments) for grade levels to use within Common Grade Level Planning PLCs. 	<p>Goal(s):</p> <p>Goals 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <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> <ul style="list-style-type: none"> Common formal standards aligned/based assessments 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP DIBELS PLC Data, Responses, and Action Plans <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> Ongoing progress monitoring for all intensive and well below benchmark TAT (Teacher Assistance Team) used as part of interventions and pre-SAT concerns School Counselor and MHP services and/or referral from teachers, parents, and/or SAT/TAT 	<p>Goal(s):</p> <p>Goals 1 & 3</p> <p>Goals 1, 2, & 3</p> <p>Goals 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <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> <ul style="list-style-type: none"> Progress Monitoring Resources TAT training and additional resources 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP DIBELS <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"> EL Teacher assigned to EL students 	<p>Goal(s):</p> <p>Goal 1, 2, & 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:</p> <p>EL Teacher and Resources</p>	<p>Effectiveness Measure:</p> <p>LEAP DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Interventions for At-Risk Students</i></p>				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> DIBLES data CFA and PBA common grade level assessments that drive PLC decisions and action plans/steps through Progress Monitoring and IRPs Monthly TAT Weekly SAT (Wednesdays) Program placement SAT team- TRT, Pupil Appraisal, Counselor, teacher, speech, and Principal/AP 	<p>Goal 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 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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>TAT Resources</p> <p>SAT Resources</p>	<p>Effectiveness Measure:</p> <p>DIBELS LEAP</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> TAT Process and Interventions SAT Daily Instructional Minutes Project Read 	<p>Goal(s):</p> <p>Goal 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 	<p>Items Needed:</p> <p>TAT Resources</p> <p>SAT Resources</p>	<p>Effectiveness Measure:</p> <p>DIBELS Effectiveness Monitoring</p> <p>Progress Monitoring</p>

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<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 Grades • SAT Follow-ups • CFA and PBA Data used within PLCs • Project Read Progress Monitoring 	<p>Goal(s):</p> <p>Goal 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input 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 checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>CFA and PBA per grade level</p> <p>SAT Checkpoints and Follow-Ups</p> <p>Project Read Progress Monitoring</p>	<p>Effectiveness Measure:</p> <p>DIBELS Effectiveness Monitoring</p> <p>Progress Monitoring</p> <p>Project Read</p> <hr/> Effectiveness Results:

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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Project Read • Florida Center Interventions • IEP and 504 Accommodations 	<p>Goal(s):</p> <p>Goal 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Project Read</p> <p>Florida Center Interventions</p>	<p>Effectiveness Measure:</p> <p>LEAP</p> <p>Progress Monitoring</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • EL Teacher Instruction 	<p>Goal(s):</p> <p>Goal 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>EL Resources</p>	<p>Effectiveness Measure:</p> <p>LEAP</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"> • Speech Services • Gifted and Enrichment Services • Daily Enrichments including music, library, art, and science lab • Biweekly PE classes • Kids-In-Transition • MHP • Outdoor Classroom Projects • Occupational Therapy Services • Adaptive PE • School Nurse • School Resource Officer • Computer Lab for 2nd and 3rd • Computer Lab for Kinder and 1st 	<p>Goal(s):</p> <p>Goal 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Continued Parish Support and Resources</p>	<p>Effectiveness Measure:</p> <p>Student Grades</p> <p>LEAP</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"> • Grade Level Generated, ADMN Approved, and Standards Aligned Field Trips • Summer Camp • Girls on the Run Program • Skipping Eagles • Chorus • Violin • Lego League • PES Dads’ Club 	<p>Goal(s):</p> <p>Goal 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Summer Camp Supervisor, Staff, and Resources</p>	<p>Effectiveness Measure:</p> <p>Reflections</p> <hr/> <p>Effectiveness Results:</p>

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):</p> <p>Goal 1, 2, & 3</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:</p> <p>MHP Caseload</p>	<p>Effectiveness Measure:</p> <p>MHP Outcome Chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Leads PBIS committee Grade Level Assemblies Small Groups Mindful Movements In-Class School Counselor Visits/Lessons for PBIS Monthly Virtues 	<p>Goal(s):</p> <p>Goal 1, 2, & 3</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 checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>School Counselor Evaluation</p>	<p>Effectiveness Measure:</p> <p>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"> • This year’s focus is in different stages within in this focus: <ul style="list-style-type: none"> ○ Implementation of Ready Gen and Eureka ○ Common Formative Assessments- aligned with the curriculum • Coordinate with the district Social Studies curriculum specialist • Focus on blending ELA standards into Social Studies within the curriculum • Response to Data and Remediation Plan- grade level plan to help reteach for intervention and enrichment 	<p>Goal(s):</p> <p>Goals 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 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>Instructional Coach Curriculum materials Curriculum Specialist</p>	<p>Effectiveness Measure:</p> <p>Surveys Exit tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Summer Institute • Project Read • Great Minds- Eureka • Ready Gen 	<p>Goal(s):</p> <p>Goals 1, 2, 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>Effectiveness Measure:</p> <p>Survey Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>

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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:

- Mid- year SLT’s and DIBELS
- Diagnostic- Unit pretests and beginning of the year Baseline Assessments will be given and remediation plan will incorporate major standards and goals that students have performed weak on.
- Interim- Grade Levels are in different stages of creating common formative assessments to be used within PLC’s, along with Mid-year Benchmarks.
- Summative- Common Formal Assessments are being developed within PLC’s for end of the unit ELA and Math tests that will be used within the plan for remediation

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:

- Once a quarter, at the end of the quarter
- Updates on Grade Level steps, approaches to PLC’s Goals

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

- End of year update with a beginning of school introduction to 2018-2019 data

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2018-2019 Committee Members

2018-2019 Committee Members	
<p><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Adam Kelley, AP• Student: N/A• Teacher: Suzie Kloiber• Teacher: Rachael Faciane• Parent/Family: Lynse Montero• Parent/Family: Allie O'Dowd• Community Member: Kenny MacMaster, PES Dads' Club Co-President	<p><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Adam Kelley, AP• Student: N/A• Teacher: Suzie Kloiber• Teacher: Rachael Faciane• Parent/Family: Lynse Montero• Parent/Family: Ali O'Dowd• Parent/Family: MacMasters