

**Pontchartrain Elementary**  
**PreK – 3<sup>rd</sup> Grade**  
**Kim Thomas**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<u><b>1a. Results of Comprehensive Needs Assessment</b></u>		<u><b>1a. Measures used to Determine School Needs:</b></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
Third grade students with disabilities increased in English/Language Arts from 65.5% to 77.8% on the 2014-2015 State Assessment. (Subgroup)	1	Data page 11
Third grade students with disabilities increased in Math from 62.1% to 83.3% on the 2014-2015 State Assessment. (Subgroup)	2	Data page 11
Third grade Hispanic students increased in English/Language Arts from 80.0% in 2013 to 100.0% in 2015 State Assessment. (Subgroup)	3	Data page 11
Third grade Hispanic students increased in Math from 80.0% in 2013 to 91.7% in 2015 on the State Assessment. (Subgroup)	4	Data page 11
Whole school proficiency increased in ELA from 89.9% in 2014 to 90.9% in 2015.	5	Data page 12

**CHALLENGES**

<u><b>1b. Results of Comprehensive Needs Assessment</b></u>		<u><b>1b. Measures used to Determine School Needs:</b></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Third grade math CRT index decreased from 116.2 in 2014 to 109.4 in 2015.	1	Data page 10
There was no growth in third grade ELA CRT index which stayed the same at 110.9 from 2014 and 2015.	2	Data page 10
Third grade science CRT index decreased from 112.6 in 2014 to 107.2 in 2015.	3	Data page 10
Third grade all subjects CRT index decreased from 112.7 in 2014 to 107.8 in 2015.	4	Data page 10
There were no gains in DIBELS for Kindergarten through third grade in 2014-2015.	5	Data pages 4-5

**GOALS**

<u><b>1c. Goals based upon Challenges and/or Maintaining Strengths</b></u>
<b>GOALS</b>
1 Increase third grade Math, ELA, Science, and Social Studies CRT index on the state assessment by using learner outcomes that are assessment driven in all subject areas.
2 Increase students in all areas of DIBELS across all grade levels by using interventions from FCRR.
3 Continue to decrease the percentage of achievement gaps with all subgroups.
4
5

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**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 96.4%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

**4. PROFESSIONAL DEVELOPMENT:** Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.

<p><b><u>Professional Learning Communities (PLCs)</u></b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, Curriculum Specialist, Principal, Assistant Principal, RHT/TRT, substitutes, presenters, schedules etc.)</p> <p>Teachers will analyze data and plan engaging lessons for students through the use of technology integration, various software and online resources, KAGAN Cooperative Structures, Reading/Writing Strategies, and an emphasis on rigor in assessment alignment with Common Core Standards. Teachers will also focus on RTI through the use of math and literacy workstations in small groups.</p> <p><b>RESPONSIBLE PERSONS INCLUDE:</b>          Teachers/Teacher Leaders, TRT, Administration, Curriculum Specialists</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Binders for Data Storage</p> <p>Various Office Supplies</p> <p>Substitutes</p>
<p>If you have an <b><u>Instructional Coach</u></b>, describe in detail her duties and responsibilities</p> <p style="text-align: center;">N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> <li>• Faculty and Grade Level Meetings</li> <li>• District-wide Professional Developments</li> <li>• After-school, before-school, and district sponsored trainings through GSMU</li> <li>• New Teacher/Mentor Meetings</li> <li>• Learning Walks/Best Practices Trainings</li> <li>• Co-Teaching Trainings/Meetings</li> <li>• Safe Schools Trainings</li> <li>• Achieve 3000 Trainings (2<sup>nd</sup>-3<sup>rd</sup> Grades)</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p><u>X</u> GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p><u>X</u> IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Food</p> <p>Office Supplies</p> <p>Achieve 3000 software</p>
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:** *See Attached District Plan.*

<p><b>6. PARENTAL INVOLVEMENT:</b> What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p>◆ Describe how parents will be involved in the</p> <ul style="list-style-type: none"> <li>○ design,</li> <li>○ implementation, and</li> <li>○ evaluation of the schoolwide program.</li> </ul> <p>Informational meetings are held for New Families and PreK parents prior to school opening. PTA First Day packets provide a multitude of opportunities for the families to become involved. The school website and PTA's weekly e-blast (Pete's Report) posts up-to-date announcements while Open House, at the end of August, focuses on school procedures and expectations. Information on active curriculum links is provided on each teacher's weekly newsletters. Families are invited to the school for various events throughout the year for exposure to the education of the whole child that their student is receiving. Access to school performance is also available through the Department of Education and District website, i.e. school Report Card and SPS. Lastly, end of the year surveys are distributed to gain parent input on the quality of their child's total educational experience at Pontchartrain Elementary.</p> <p>◆ Include meeting dates for the: planning, implementation, and evaluation of the Parent Involvement Plan and the School Improvement Plan.</p> <p>*New Family Orientation, PreK Orientation &amp; Meet the Teacher - 8/10/15 *Open Houses - 8/25-26/15 *Patriot Day</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p><u>X</u> GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p><u>X</u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Office supplies</p> <p>PTA First Day packets</p>

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Celebration - 9/11/15 \*Grandparents Week/Book Fair - 9/14-18/15 \*PTA Fall Gala - 10/8/15 \*Family Literacy and Math Night - 10/15/15 \*Dining with Dads - 10/26-30/15 \*Trunk-or-Treat - 10/30/15 \*Veterans Day Ceremony - 11/9/15 \*Field Day - 11/10/15 \*PTA Dinner/BINGO - 11/11/15 \*Chorus Concert -12/9/15 \*Strings Concert - 12/14/15 \*Mornings with Mom - 1/25-29/15 \*PES Mardi Gras Parade -2/5/16 \*Cookies & Canvas - 2/20/16 \*Cultural Arts Day - 3/4/16 \*3<sup>rd</sup> Grade Passage Day - 5/13/16 \*PTA Informational Meetings are held several times throughout the year in the evening with Child Care with PTA Board Meetings are monthly during school hours in the cafeteria.

◆ Describe how parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.

\* Technology resources, ex. – Earobics, AR, STAR, Achieve 3000, Textbooks on-line through Moodle

\*School Website, Teacher Newsletters, and Teacher Webpages

\*Weekly online calendar/PTA's Pete's Report

\*JPAMS Schoolwide call outs

Describe how parents will be encouraged to participate in decision making opportunities about their child's education. Identify specific decision-making opportunities for parents to provide input.

- SAT meetings
- IEP meetings
- Parent Conferences
- Parent Committee/PTA Work
- Comments about plans posted on school website
- PTA Membership/Attendance
- EOY Parent Surveys

List specific school events that include parent involvement and training activities: ties for the whole family.

- ◆ Meet and Greet, Aug. 2015
- ◆ Open Houses, Aug. 2015
- ◆ Grandparent's and Special Friends Week, Sept. 2015
- ◆ Trunk or Treat, Oct. 2015
- ◆ Dining with Dad, Oct. 2015
- ◆ PTA Dinner/ Bingo Night, Nov. 2015

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<ul style="list-style-type: none"> <li>◆ Mornings with Mom, Jan. 2016</li> <li>◆ Cookies &amp; Canvas, Feb. 2016</li> <li>◆ PES Mardi Gras Events, Feb. 2016</li> <li>◆ Cultural Arts Day, March 2016</li> <li>◆ Spring Fling Festival, March 2016</li> <li>◆ Earth/Science Day, April 2016</li> <li>◆ Passage Day, May 2016</li> <li>◆ Kindergarten Programs, May 2016</li> <li>◆ Monthly Community Partnership Dinners</li> <li>◆ Classroom and School wide volunteer opportunities</li> </ul> <p>Identify parent communication strategies used at your school.</p> <p>* Technology resources provided to parents and students to assist in academic support – Earobics, AR, STAR</p> <p>*School Website, Teacher Newsletters or Overviews and Teacher Webpage will be provided as a resource to parents.</p> <p>*Weekly on-line calendar report (Pete's Report)</p> <p>*School wide call out program</p> <p>*Moodle on-line math textbook resource</p> <p>*Weekly and/or Daily Take home folders/planners</p>		
<p>In compliance with Act 436, three meetings (Aug 25-26, 2015; Nov 18, 2015 &amp; April 14, 2016) will be held during the school year to provide parents with information on how to access the curriculum and character education schoolwide. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings. Information on active curriculum links on the Internet will also be given on teacher's weekly newsletters. Parents will be included in the textbook adoption process through the district level and allowed to view all prospective textbooks at the school level. End of the year surveys will be distributed at the end of the school year to get parent input on the quality of their child's education process.</p>		<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Office supplies</p>
<p>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p>___ Title I  <u>X</u> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing/office supplies  Postage</p>
<p><i>Add additional parental involvement activities/strategies as needed.</i></p>	<p>Copy list from above for each activity described.</p>	<p>Item(s) to be purchased to support this activity:</p>

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**7. TRANSITION:** What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list **at least one** for incoming and one for outgoing students.

<p><b>Incoming Students</b></p> <ul style="list-style-type: none"> <li>- Monthly School Tours</li> <li>- Students Leader Welcoming Committee</li> <li>- Afternoon Assembly Introductions to new students</li> <li>- New Family Orientation</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Office Supplies</p>
<p><b>Outgoing students</b></p> <ul style="list-style-type: none"> <li>- Beginning of School Meet &amp; Greet</li> <li>- Kindergarten / 1st Grade Transition Day</li> <li>- Third Grade Passage Day</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Office supplies</p>

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<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<p><b><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></b></p> <ul style="list-style-type: none"> <li>• Teachers are expected to participate in Professional Learning Community (PLC) sessions, Professional Developments and faculty meetings where data is discussed.</li> <li>• Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>• Teachers are to use the data to develop differentiated lessons and interventions for at-risk students</li> <li>• Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Data binder</p> <p>Pre- / Post Assessments</p> <p>Intervention materials</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning.</p> <p>Assessments include:  Moby Max, Earobics, DIBELS, Accelerated Reader/STAR assessments, BOY/Mid/EOY assessments/checkpoints, Dial3 (Kindergarten), CLASS (Pre-K), Achieve 3000, TS Gold (Pre-K), anecdotal records, and Unit pre-/post- assessments</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Educational software</p> <p>Supportive technology</p> <p>Office supplies</p> <p>Specific assessments</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

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**9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:** What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.

<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)          With the addition of a second MAE (Management Alternative in Education) classroom, an additional 5 hours were added to the MHP program for a maximum of 20 hours per week. A Mental Health Provider supports academic success with activities and interventions that develop coping strategies, problem solving skills, and appropriate handling of conflicts across academic settings for regular education students and a larger special education population this year. These students represent unique and varied diagnoses and intense behavioral needs across the campus.          Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Thomas/Ledet) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, on site school counselor, Melissa Copeland, will also monitor academic/behavioral progress for students on the MHP roster in addition to all enrolled students. Furthermore, the school counselor will support the MHP for all students who may identified in the school's Student Assistance Team, have a 504 plan, considered 'Homeless' students, and/or with academic/behavioral concerns . Furthermore, referrals determine the need for differentiated behavior management, individual, group, or whole class psycho-educational school counseling lessons. Services are based on need (i.e. divorce, anxiety, anger management, social skills, coping skills, 'At-Risk' students, etc.) A review of performance on classroom assessments, attendance, benchmark assessments and standardized tests such as DIBELS, and PAARC will be utilized in supporting the social/emotional development and academic success of the children at Pontchartrain Elementary.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Behavior charts          Board games          Second Step curriculum          Behavioral Health materials          Social stories</p>
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<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          * Positive Behavior Lesson will be taught during monthly afternoon assemblies by the school counselor focusing on "7 Habits" of 7 Habits of Happy Kids correlating to the Leader in Me concepts of Steven Covey. These expectations will be modeled and reinforced by all school personnel on a daily basis.          * PBIS Student Handbooks created by our school will be given to each student, taught at the beginning of the school year, and reinforced daily.          * Student Leader Program is a program for student to have</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Good Citizen's Slips          Eagle costume          PBIS Handbook          Student Leader Badges</p>
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<p>varying leadership positions (Safety Leader, Morning Greeter, Cafeteria leader, Carline Safety Patrol, Bus Safety Leader, Hallway Safety Leader, Office Leader, etc.) in an effort to develop emotional, social skills through confidence, and giving them a voice and responsibility in the care and daily operations of the school.</p> <p>* A Committee meets monthly to collaborate and implement PBIS initiatives.</p> <p>* Positive Behavior Incentives: Positive Behavior incentives created by the PBIS team will be utilized throughout the year. Incentives include Good Citizen's Slips (earned by positive behavior), Student of the Month supporting students exemplifying the "7 Habits" postcards, Pete's Nest (for cafeteria excellent behavior) quarterly celebrations.</p>		<p>Safety vests</p> <p>Office supplies</p>
<p><b><u>Instructional Program Enhancements</u></b>  Where applicable discuss how your <b>teachers, paraprofessionals, timesheet employees, tutors, etc.</b> are used to improve the academic performance of lower achieving students.</p> <ul style="list-style-type: none"> <li>- Achieve 3000 for 2<sup>nd</sup> – 3<sup>rd</sup> Grade at-risk students</li> <li>- Fast ForWord Tutoring for 2<sup>nd</sup>-3<sup>rd</sup> Grade at-risk and intensive Special Needs students</li> <li>- TAT/SAT Interventions</li> <li>- My Reading Coach for 3<sup>rd</sup> Grade Special Needs students</li> <li>- Differentiated workstations in the classrooms</li> <li>- Project READ for dyslexic students</li> <li>- T-1 Class for social/emotional growth</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p>___ GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p><u>X</u> IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Various software programs</p> <p>Supportive technology</p> <p>Remediated materials</p>
<p><b><u>Tutoring Programs-Pull out</u></b>  1-How students are identified?  DIBELS data, Teacher identification, SAT process, IEP needs</p> <p>2-How students are progress monitored?  4-6 weeks of intervention in their specific area of need</p> <p>3-How is the tutoring program evaluated?  Teacher and/or Administration analysis of data and progress monitoring of the skill(s)</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p><u>X</u> GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p><u>X</u> IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>DIBELS</p> <p>Various research-based programs</p>
<p><b><u>Tutoring/Helping Hands-Push-in</u></b>  1-How students are identified?  DIBELS data, Teacher identification, SAT process, IEP needs</p> <p>2-How students are progress monitored?  4-6 weeks of intervention in their specific area of need; daily and/or weekly monitoring of performance data</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p><u>X</u> GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p><u>X</u> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>DIBELS</p> <p>Various research-based programs</p>

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<p>3-How is the tutoring program evaluated?  Teacher and/or Administration analysis of data and progress monitoring of the skill(s)</p>	<p><input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p><b><u>Technology Resources and Personnel:</u></b></p> <p><b><u>General Technology</u></b> to increase student engagement:  Promethean boards, Activotes, Neo2s, lap tops, ipods, computers, printers, ipads/ipad minis, projectors, digital cameras, document cameras</p> <p><b><u>Technology Interventions/Progress Monitoring</u></b>  List programs and describe how students are selected and monitored for each program identified.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input checked="" type="checkbox"/> Title II  <input checked="" type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input checked="" type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:   General Technology equipment</p>
<p><b><u>Special Education Program Design</u></b>  SWD subgroup data revealed significant improvements in Math and ELA as a result of the Co-teaching model in 2<sup>nd</sup> and 3<sup>rd</sup> Grades. All MAE, RNC, Moderate, and Mild Resource students are included into General Education classes, including for core curriculum. Performance of the students with exceptionalities is closing the achievement gap with continued support in and access to the grade level expectations. Data collection/analysis and teacher collaboration also support the witnessed growth,</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:   Office supplies  Technology &amp; Software</p>
<p><b><u>Student Assistance Team (SAT):</u></b>  Parent and/or teacher(s)/administrator will identify concern(s). Teacher will collect data/fill out appropriate paper work and turn documentation back into the SAT chair. Once all paper work is completed and turned in by both teacher and parent, the child will be scheduled for a SAT meeting. The SAT team will gather on the designated date to discuss how to best help the child. 4-6 weeks of research based intervention(s) are put into place to provide the child with tools to become successful in the area(s) needed. The data will be reviewed at another SAT meeting after such time. The SAT team will decide if the interventions were successful. If they were not successful, the team will either decide to change/continue the intervention(s) or put the child up for an evaluation. This is a team decision and all members are included in the process.  Research based Interventions used in SAT  •Earobics  •Fast ForWord</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:   District SAT forms   Intervention software and materials</p>

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<ul style="list-style-type: none"> <li>•Achieve 3000 –Kid Biz</li> <li>•Moby Max – Reading / Math</li> <li>•Point Sheets</li> <li>•Check in – Check out</li> <li>•FFRC interventions</li> <li>•STPSB approved Interventions</li> <li>•State approved Interventions</li> </ul>		
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)</p> <p style="text-align: center;">N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p>___ GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>•<i>Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons.</i></li> <li>•<i>Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</i></li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p><u>X</u> GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p><u>X</u> LA4</p> <p><u>X</u> IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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**11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?**

<p>The SIP Committee (Leadership Team) consists of the Grade Level Chairs, Department Chairs, Guidance Counselor, TRT and Administration. Monthly meetings are held to discuss school programs and determine their effectiveness through cost analysis, performance growth, teacher input/observation, and/or survey results. PTA Board Members (stakeholders) are included in the annual discussion and program planning for the next year. Monthly Grade Level Meetings allow discussion of concerns and improvements according to specific levels. Results on the state assessments also helps drive PD and programs offered by the school.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input checked="" type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes  Office supplies</p>
<p><b><u>HOW</u></b> are the <b><u>results of this assessment REPORTED</u></b> to the stakeholders (<b><u>FACULTY AND PARENTS</u></b>)?</p> <ul style="list-style-type: none"> <li>- Faculty Meetings</li> <li>- State, District &amp; School Websites</li> <li>- Newspapers</li> <li>- School Report Card</li> <li>- Student scores</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Office Supplies  Postage</p>