

**2017-2018
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).

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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
Kindergarten has the lowest percentage with a 6% decline of Intensive students, 12% decline of Strategic students and with an overall growth of 19% students core on the Benchmark at the end of the year as measured by DIBELS.	Overall 2nd grade has the highest percentage of Intensive students with a 3% gain and a 3% gain of Strategic students. With a total loss of 6% of students who scored core on the Benchmark at the end of the year as measured by DIBELS.
The data shows that as a school we grew an overall 4.0 points between the 2015-2016 and 2016-2017 school years.	The lowest score for CRT Assessment Index data occurred in the 2012-2013 school year. However, our data has changed since then and in the past three years has been maintaining a trend of steady growth.
A cohesive school direction and vision by administration has led to overall school growth throughout the 2015-2016 and 2016-2017 school year. We have seen a 10.9 point index growth in ELA, a 3.3 point index growth in Math, and a 5 point index growth in Science.	Between the 2015-2016 and 2016-2017 school year, we have seen a 7.1 point decrease in the Social Studies index in our CRT score. This is believed to be due to the format of the EOY test and the curriculum resources changing.
The ELA subclaims of Literary Text at 88% proficiency and Vocabulary at 88% proficiency are strengths. The Math subclaim of Modeling & Applications at 93% is also a strength.	Social Studies is the lowest index by 7.1 points compared to other subject areas between 2015-16 and 2016-17. Lowest Sub-claims: ELA-Written Expression at 78%, Knowledge/Use of Language Conventions at 87%;& Math Expressing Mathematical Reasoning at 88%
Math has the highest index score by 3.3 points between 2015-16 and 2016-17.	Social Studies is the lowest index by 7.1 points compared to other subject areas between 2015-16 and 2016-17. Lowest Sub-claims: ELA-Written Expression at 78%, Knowledge/Use of Language Conventions at 87%;& Math Expressing Mathematical Reasoning at 88%
The Hispanic subgroup for ELA in 14-15 and 16-17 school year was the highest performing subgroup at 100% proficient both years. The White subgroup has been the highest performing subgroup in Math for the past 4 of 5 years, scoring 92.8% proficient in 16-17.	The Students with Disabilities subgroup for ELA were at 71% proficient and Math was at 74% proficient for the 2016-17 school year. Students with Disabilities has been the lowest performing subgroup in ELA for the past 5 years, and lowest in Math for 4 of the past 5 years.
The subgroups have not significantly increased over the past few years. The subgroups have both increased and declined over the past 5 years	Over the last two years math for the whole school and white subgroups slightly decreased. (by less than or equal to 1.1 %)

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<p>Student with Disability ELA achievement gap from 2013 to 2016 closed by 22%, however it increased again in 2017 by 11.9%. Student with Disability Math achievement gap has declined overall since 12-13 by 19.1%.</p>	<p>White ELA 2013-14 = 0.3% increase and 2014-15 = 9.9% increase, for an overall 9.6% increase in achievement gap. Economically Disadvantaged Math 2014-15 = 9.2% increase and 2015-16 = 11.0% increase, for an overall 9.8% increase in achievement gap over 2 years.</p>
<p>Math is the subject area where all subgroups tend to perform higher and the Math subclaim of Modeling and Application is the strongest.</p>	<p>ELA is the subject area where all subgroups tend to perform lower. The ELA subclaim of Written Expression and Knowledge/Use of Language Conventions is the weakest.</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 Claim/Subclaim 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

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***

1. Kinder through 3rd grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark DIBELS Next by 8% from Fall 2017 to Spring 2018.
 - a. Specific – Grade levels will increase reading achievement through interventions and instructional development
 - b. Measurable – DIBELS Next
 - c. Achievable – Increase by 8%
 - d. Results Focused:
 - i. Kinder – 2017 BoY – 62% Core (green/blue) to 70% Core
 - ii. 1st – 2017 BoY – 74% Core (green/blue) to 82% Core
 - iii. 2nd – 2017 BoY – 86% Core (green/blue) to 94% Core
 1. 2nd grade -8% average over the past three years; +14% in 1st grade EoY Dibels and a -8% EoY at 2nd grade
 - iv. 3rd – 2017 BoY – 89% Core (green/blue) to 97%
 - e. Time Bound – Fall 2017 to Spring 2018

2. Kinder through 3rd grade students will increase Social Studies score.
 - a. Specific – Increase the school-wide social studies score index by 3 points.
 - i. Social Studies is the lowest index by 7.1 points compared to other subject areas between 2015-2016 and 2016-2017.
 - b. Measurable – Social Studies LEAP assessment
 - c. Achievable – Increase by 3 points
 - d. Results Focused – 103.3 points to 106.3
 - e. Time Bound – Fall 2017 to Spring 2018

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3. Kinder through 3rd grade students will increase ELA Subclaim of Written Expression.
 - a. Specific – Increase school wide-wide average score of ELA’s Written Expression Subclaim by 5 points.
 - i. Lowest Sub-claims: ELA-Written Expression at 78%
 - b. Measurable – End of Year Benchmark per grade level (Grade Level Readiness)
 - c. Achievable – Increase by 5 points
 - d. Results Focused – ELA Written Expression score of 78% to 83%
 - e. Time Bound – Fall 2017 to Spring 2018
4. Students with Disabilities ELA and Math scores increased - The Students with Disabilities subgroup for ELA were at 71% proficient and Math was at 74% proficient for the 2016-17 school year. Students with Disabilities has been the lowest performing subgroup in ELA for the past 5 years, and lowest in Math for 4 of the past 5 years.
 - a. Specific – Increase students with disabilities subgroup by an average of 3 points across ELA and Math.
 - b. Measurable – End of Year Benchmarks
 - c. Achievable – Increase by 3 points across Students with Disabilities Subgroup in ELA and Math
 - d. Results Focused – ELA from 71% proficient to 74% and Math from 74% to 77%
 - e. Time Bound – Fall 2017 to Spring 2018

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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 MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Design - Increase awareness and knowledge of the School Improvement Process by making the current year's SIP available: <ul style="list-style-type: none"> ○ Summary of Simplified SiP (Parent Friendly) on School's Website with instructions of how to monitor the implementation of plan • Implementation – Parents will be informed of School Improvement Plan's location with the option of Solution and Suggestion Cards at PTA events and functions. <ul style="list-style-type: none"> ○ Full SiP in Front Office with Solution & Suggestions Cards to parents to access <ul style="list-style-type: none"> ▪ Process for next year's SiP • Evaluation – Parent Surveys (being created by district for Title 1 Schools) 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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> <ul style="list-style-type: none"> - Summary of Simplified SiP (Parent Friendly) on School's Website with instructions of how to monitor the implementation of plan - Full SiP in Front Office with Solution & Suggestions Cards to parents to access - Parent Survey from parish for Title 1 school 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Parent 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"> • Active PTA with regularly scheduled PTA grade level rep meetings • Regular Classroom Helpers, Volunteers, and Sitters • Parent Teacher Conferences – currently • SAT Process – parents are invited to our PAS team via TRT for meetings to address learning and/or behavioral deficiencies • 504 implementation – information via about process at Beginning of the Year Info Packet • IEP – invitations to IEP as needed and process monitored for best practices regularly • Open House & Curriculum Night – advance notice of scheduled dates • PBIS Events – assistance in implementing specific PBIS orientated events 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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> <ul style="list-style-type: none"> - Paper & Ink - PBIS materials, incentives, & advertising 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Weekly Robo-Calls – updates on events/initiatives • Teacher’s Weekly/Monthly Overview – required by ADMN • Teachers’ Websites updated – spot checked by ADMN • Daily Communication (as needed) per teacher/student needs and/or directives • School’s website updated weekly 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> 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>Goal(s):</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 type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<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>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 type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</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.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> • Book Fair & Grandparents (Special Friend) Lunch <ul style="list-style-type: none"> ○ Book Fair Funds allocated library renovation 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • PES's "Parent University" Sessions - This Year's Focus: Written Expression and Social Studies: Parents Being in the Know (Now) <ul style="list-style-type: none"> ○ At the following Community and Family Connect Points a PES administrator will give out tips and suggests for increasing student's experience with written expression and parental engagement on social studies content/current events. • January 18 – PES PTA Family Dine Out Night • January 30 – PES PTA Bingo Night • February 6 – PES PTA Bingo Night • March 15 – PES PTA Family Dine Out Night • April 2 – PTA Year End Meeting • May 18 – PES PTA Movie Night 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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Parent Family Engagement Activity 3:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> ● Brain Drain Prevention Night (as part of the Spring PTA PES Movie Night) <ul style="list-style-type: none"> ○ Roll Out of 2018-2019 PES Parent University with ○ Example of next year’s PES Parent University <ul style="list-style-type: none"> ▪ Academic Focus – (Social Studies Strategy & Intervention) ▪ Behavioral Focus – “A Letter to Your Future Self” Intervention ○ Parent Survey about 2017-2018 PES Experience: <ul style="list-style-type: none"> ▪ School Accountability & Fidelity on PES school related issues/experiences ▪ Parent Info on Technology Use ○ Highlight 2018 – 2019 PES Parent University’s Book Study: Irresistible (by Adam Alter) – <i>The Rise of Addictive Technology & The Business of Keeping Us Hooked</i> 	<ul style="list-style-type: none"> - 1 - 2 - 3 	<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 	<ul style="list-style-type: none"> - Parent Survey 	<p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Using state standards and objectives to guide instruction • Survey the grade level’s common calendars to assess grade level’s curriculum are teaching all standards • Kinder – developing common understanding of DRDP • 2nd – establishing checkpoints to use for common formal assessments • 3rd – CFA (created), data collection used for 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Moving towards common formal assessment with common calendar checkpoints through PLCs • Remediation and/or Enrichment Grade Level Plan <ul style="list-style-type: none"> ○ Common Formal Assessment given, Data Disaggregated, & Remediation Plan Implemented 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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>Effectiveness Measure:</p>

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<ul style="list-style-type: none"> • Social Studies <ul style="list-style-type: none"> ○ Weekly assessments ○ Unit post assessments ○ Guaranteed Curriculum ○ LEAP • ELA <ul style="list-style-type: none"> ○ Weekly assessments ○ Unit post assessments ○ Dibels ○ Guaranteed Curriculum ○ LEAP ○ MST 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Establishing a grade level process/plan with data collections in common formal assessments and a response to intervention/enrichment • TAT interventions modeled by TRT via classroom visits through observations and progress monitoring • Formal SAT process updates • DIBELS – students scoring below or well below benchmark level • Grade Level Meetings – discussions centered around who needs tutoring • Administrative Support – placement decisions 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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 type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Required daily intervention time established for teacher within daily agenda/schedule • TAT interventions modeled by TRT via classroom modeling • SAT process monitored with fidelity via updates from teachers/TRT (academic) and counselor/AP (behaviors) 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> Professional Learning Communities Bimonthly Grade Level Meetings with duty free morning meetings Ongoing interventions and enrichments within grade level teams 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Grade Level generated and administration approved Field Trip connected to grade level standard PES Summer Camp <ul style="list-style-type: none"> Teacher/Para led Remediation and Enrichment opportunities through: Audubon Zoo resources Fee based 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<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>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></p>				
<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 Mental Health Provider (MHP) will work with students 24 hours per week. 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. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - MHP Chart

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<p>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>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● PBIS Program <ul style="list-style-type: none"> ○ Good Citizen Bucks (Eagle Bucks) given to students at random to distribute when students are demonstrating positive behaviors and/or the virtue of the month ○ Special/Enrichment Teachers and Front Office/Administrators have created PBIS Buck Menus to advertise the use of Good Citizen Bucks ○ Student of the Month honored at Grade Level Assembly (GLA) based on the Virtue of the Month <ul style="list-style-type: none"> ▪ Student of the Month incentives/rewards: fast pass bracelet (first in line to lunch recess), reading of teacher note about student behaviors, Student of the Month Certificate, and coupon for student of the month yard sign ○ Monthly Virtues developed from the PES Pledge and agreed upon by the preceding PBIS Committee ○ Daily reading of PES Pledge ○ School-wide PBIS Quarterly Celebrations <ul style="list-style-type: none"> ▪ 1st Quarter – Bounce Out Bad Behaviors 	<p>Goal(s):</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 type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> ▪ 2nd Quarter – Holiday Celebration within Polar Express Reading ○ Developing Student of the Week certificate and format based on Multiple Intelligences and Learning Styles 				
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Tours for any incoming students (PK-3) for parents to view the school grounds. (planned and unplanned) • Kindergarten End of the Year Program – Students will sing songs they have learned for the year, student certificates, • Passage Day PES with TMS. Meet and Greet new teachers/administration 	<p>Goal(s):</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 type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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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"> • The focus of PLCs varies from grade level to grade level: <ul style="list-style-type: none"> ○ This year’s focus is in different stages within this focus: Common Formal Assessments to Data Collection to Grade Level Response Intervention, Remediation, and Enrichment 	<p>Goal(s):</p> <ul style="list-style-type: none"> - 1 - 2 - 3 	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>
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<ul style="list-style-type: none"> ○ Focus on blending ELA standards into Social Studies instruction ○ Incorporating Written Expression into Social Studies curriculum and instruction ● Main Focus for 2017 – 2018 <ul style="list-style-type: none"> ○ Common Formal Assessments – creating standard based checkpoints for grade level calendars ○ Data Collection – uniform process for collecting data ○ Response to Data and Remediation Plan – grade level plan to help reteach for intervention and enrichment 		<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>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> ● 	<p>Goal(s):</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 type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • 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. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • N/A 	<p>Goal(s):</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>	<p>Effectiveness Measure:</p>

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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.*

Explain how the SIP Committee meets and discusses 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 the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- Mid-year SLT and DIBELS

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Diagnostic - Unit pretests and Begging of the Year Readiness 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 formal assessments to be used within PLCs, along with Mid Year Benchmarks.
- Summative – Common Formal Assessments are being developed within PLCs for end of unit ELA and Math tests that will be used within the plan for remediation.

Describe how results of this assessment are reported to the school's stakeholders:

- End of year update with a beginning of school introduction to 2017-2018 Data