



**2020-21**  
**School Improvement Plan Addendum**

# **Pontchartrain Elementary**

**St. Tammany Parish Public Schools**

**\*\*2020-21 SIP Disclaimer:** Due to the Covid-19 pandemic, LEAP 2025 testing was unable to occur in Spring 2020; therefore, the school was unable to complete the SIP evaluation process. As a result, 2019-20 SIP remains in effect for the 2020-21 school year. For the 2020-21 SIP the school used data based on any assessments/measures that were able to be evaluated as well as administered beginning of the year assessments. These were all used to determine learning gaps, set goals for these gaps, and develop action plans. These additional goals and plans, along with the 2019-20 SIP, comprise the school's 2020-21 SIP.

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

<b>Pontchartrain Elementary 2020 DATA ANALYSIS</b>	
<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<p>3<sup>rd</sup> Math – 2.OA.C.4 84% Correct as indicated on LEAP 360 BOY Assessment: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>3<sup>rd</sup> ELA RL.2.6 60% Correct as indicated on the LEAP 360 BOY Assessment: Acknowledge differences in the points of view of characters including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>3<sup>rd</sup> Math – 2.NBT.B.7 39% Correct as indicated on LEAP 360 BOY Assessment: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>3<sup>rd</sup> ELA RI.2.4 33% Correct as indicated on the LEAP 360 BOY Assessment: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>
<p>2<sup>nd</sup> Math – 1.MD.A.1 89% Correct as indicated on District Created Math Readiness Assessment: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meters. [Measure and Estimate Lengths in Standard Units – Measurement and Data]</p> <p>2<sup>nd</sup> ELA – RI.1.4 60% Correct as indicated on District Created ELA Readiness Assessment: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>2<sup>nd</sup> Math – 1.G.A.1 38% Correct as indicated on District Created Math Readiness Assessment: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (color, orientation, overall size); build and draw shapes to possess defining attributes. [Reason with Shapes and their Attributes]</p> <p>2<sup>nd</sup> ELA – RL.1.2b 12% Correct as indicated on District Created ELA Readiness Assessment: Recognize and understand the central message or lesson.</p>
<p>1<sup>st</sup> Math – K.MD.A.1 92% Correct as indicated on District Created Readiness Assessment: Order the three objects by length; compare the lengths of two objects indirectly by using a third object. [Measure lengths indirectly and by iterating length units – Measurement and Data]</p> <p>1<sup>st</sup> ELA – RI.K.4 87% Correct as indicated on District Created ELA Readiness Assessment: With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>1<sup>st</sup> Math – K.CC.A.1 38% Correct as indicated on District Created Math Readiness Assessment: Count to 100 by ones and tens</p> <p>1<sup>st</sup> ELA – W.K.1 56% Correct as indicated on District Created ELA Readiness Assessment: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>
<p><b>DATA SOURCES:</b> CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8<sup>th</sup> (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT</p>	

**GOALS**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include 2-3 Academic Goals Aligned to the Beginning of the Year School Data Analysis/Other Measureable Data Available*
- *UIR/UIIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

**Goal #1:** From Spring 2019 to Spring 2021 LEAP 2025 results in the content area of ELA, 70% of students will score Mastery or Advanced – with a projected proficiency make-up of 55%-60% of students scoring at Mastery and 10-15% of students scoring at Advanced in ELA.

**Action Plan:**

**Parent and Family Engagement:**

- Mock LEAP
- Parent Letters
- Practice Activity Packets
- Test Preparations
- Distance Learning Plan
- Grade Level Weekly Overviews
- Google Classroom
- Report Cards
- JPAMS
- Virtual Open House
- Weekly SBLC Meetings

**Core Instruction:**

- Implementation of standard base curriculum for ELA and Math
- Guidebooks
- Eureka & Zearn
- Common Formative Assessments
- Dibels
- PLC’s with Content Specific Teams & Vertical Alignment
- Learning Walks
- Grade Level Meetings To Guide Instruction

**Intervention Instruction:**

- Individualized Education Plans (IEP)
- 504’s
- School Building Level Committee (SBLC)
- On Campus Enrichment

**Effectiveness Measure:**

- This goal will be measured using the LEAP 2025 ELA Performance Report, specifically the School-Level Percent of Students at Each Achievement Level and Rating by Category/Subcategory report.

**Effectiveness Results:**

**Reflection on Results:**

**Special Populations (Sped, EL, etc.):**

- Individualized Education Plans (IEP) and 504 Accommodations
- School Building Level Committee (SBLC) Committee
- Project Read
- Guaranteed Curriculum Adaptive Novels
- PCI and/or Unique Learning

**Professional Development:**

- Google Classroom Training From The District and On Campus
- Moodle Professional Development From The District
- Distance Learning Plan School Wide

**Goal #2:**

Kindergarten through Third Grade students will increase reading achievement by decreasing the percentage of students Well Below or Below Benchmark by one-third percentage points on DIBELS Next from Fall 2020 to Spring 2021 as follows: Kindergarten = 47% in Fall 2020 to 31% in Spring 2021; First Grade = 44% to 29%; Second Grade = 30% to 20%; Third Grade = 25% to 17%.

**Action Plan:**

**Parent and Family Engagement:**

- DIBELS and Home Connect Parent Letters
- Distance Learning Plan
- Grade Level Weekly Overviews
- Google Classroom
- Report Cards
- JPAMS
- Virtual Open House
- Weekly SBLC Meetings

**Core Instruction:**

- Implementation of standard base curriculum for ELA
- Guidebooks
- IRLA
- Common Formative Assessments and PBA to use by grade levels in common planning
- DIBELS
- PLC's with Content Specific Teams & Vertical Alignment
- Grade Level Meetings To Guide Instruction

**Effectiveness Measure:**

- This goal will be measured using the DIBELS Beginning of the Year and End of the Year Comparing Measures report from Amplify.

**Effectiveness Results:**

**Reflection on Results:**

**Intervention Instruction:**

- Individualized Education Plans (IEP)
- 504's
- School Building Level Committee (SBLC)
- On Campus Enrichment

**Special Populations (Sped, EL, etc.):**

- Individualized Education Plans (IEP) and 504 Accommodations
- School Building Level Committee (SBLC) Committee
- Project Read
- Guaranteed Curriculum Adaptive Novels
- PCI and/or Unique Learning
- On-going progress monitoring for the all intensive and well-below benchmark students

**Professional Development:**

- Google Classroom Training From The District and On Campus
- Moodle Professional Development From The District
- Distance Learning Plan School Wide

**Additional School Actions**

- *Include new actions the school is taking to improve overall student growth  
(Those actions not already included in the 2019-20 SIP or in the 2020-2021 SIP Addendum)*

**Additional Actions:** (Discipline, Transition Activities, After-school Programs, Recruitment Efforts, Mentor Teacher, Content Leaders, Post-Secondary Education and Workforce, etc.)

- ELA Content Leader
- Mentor Teachers
- Focused Learning Walks Across Grade Levels
- Schoolwide Distance Learning Plan
- On Campus Enrichment Program

**2020-2021 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- **Principal: Henry (Tom) Heier**
- **Assistance Principal: Adam Kelley**
- **Teacher: Stacey Alombro**
- **Teacher: Megan Samford**
- **Parent/Family: Lynse Montero**
- **Parent/Family: Alexandra O’Dowd**
- **Parent/Family: Chasity Bollinger**
- **Community Member: Dominic Falati**

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

**Members Include:**

- **Principal: Henry (Tom) Heier**
- **Assistance Principal: Adam Kelley**
- **Student: John Neill**
- **Teacher: Stacey Alombro**
- **Teacher: Megan Samford**
- **Parent/Family: Lynse Montero**
- **Parent/Family: Alexandra O’Dowd**
- **Parent/Family: Chasity Bollinger**

## DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A schoolwide action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team Signature

\_\_\_\_\_  
Date

**2019-2020  
SCHOOL IMPROVEMENT PLAN**

**Pontchartrain Elementary**



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



**Pontchartrain Elementary 2019-2020**

**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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Over the past two years, Kindergarten DIBELS data has shown an annual increase of 19% in the percentage of students scoring at or above benchmark scores from the Fall Benchmarks (62%) to the Spring Benchmarks (83%) (2017-2018) and the Fall Benchmarks (66%) to Winter Benchmarks ((85%) (2018-2019).	Over the past two years, DIBELS data indicates that the percentage of first grade intensive students stayed the same from the Fall Benchmark assessments to the Spring/Winter Benchmark Assessments. 2017-2018 DIBELS data indicates 18% of students scoring intensive during the Fall and Spring Benchmark assessments. 2018-2019 DIBELS data indicates a similar \trend with 12% of students scoring intensive during the Fall and Winter Benchmark assessments.
The Student Progress Index showed the largest growth of the two factors (vs. Assessment Index) with an increase of 4.4% points growth as referenced from 2017-2018 Data at 95.5 to a 99.9 in 2018-2019 LEAP 2025 third grade data.	For the academic year, the Assessment Index dropped a total of 4% points from 2018 at 98.9% to 2019 at 94.9% according to the LEAP 2025 third grade data.
A strength at our school pertaining to discipline is shared procedures with a unified approach amongst administrative, school counselor, and MHP support as needed. The 2016-2019 data shows consistency of 1.9% or lower of students suspended throughout the academic years.	The data of 1.9% suspensions is felt to be a weakness at the developmental level of the student population we serve. We acknowledge that this data is under the national average of 5.2% at this developmental level; however, it is believed that a unified behavioral RTI approach will lead to a decrease in overall suspensions.
Review of the ELA LEAP Assessment Index Data over the past 4 years reveal a consistent increase in overall performance from the baseline assessment (2015-2016 – 82.6; 2016-2017 – 93.9; 2017-2018 – 99.5; and 2018-2019 – 100.1) demonstrating a cumulative growth 17.5 index points.	Review of the SS LEAP Assessment Index Data over the past 3 years indicates a consistent decrease in overall student performance from the baseline assessment (2016-2017 – 88.8; 2017-2018 – 83.6; and 2018-2019 – 76.1) demonstrating a cumulative decline of 11.3 index points.
Review of Math LEAP Assessment Index Data over the past 4 years reveals a consistent increase in overall performance from the baseline assessment (2015-2016 – 94.8; 2016-2017 – 100.8; 2017-2018 – 103.9; and 2018-2019 – 98.9) demonstrating an average growth of 6.7 index points above the baseline.	Review of the Math LEAP Assessment Index Data over the past 3 years indicates a relative drop in overall student performance from the baseline data for the two previous years (2016-2017 – 100.8; 2017-2018 – 103.9; and 2018-2019 – 98.9) demonstrating a decline of 3.5 index points from the previous 2 year baseline.
According to the LEAP 2025 Assessment Index results, the Whole School ELA subgroup has increased by 17.5 index points between the 2016 and 2019 school years. LEAP 2025 Assessment Index results further reveal increases in	According to the LEAP 2025 Assessment results, amongst the Students with Disabilities subgroup, a 15.5 index points decrease in social studies between the 2017 and 2019 data points was present. The Black subgroup had a 46 index point decrease in social studies between the 2018 and 2019 school years.

**Pontchartrain Elementary 2019-2020**

<p>the Black Subgroup index scores in Math (59 points index gain) and science (12 points index gain) between the 2016 and 2019 school years.</p>	
<p>Review of LEAP Data over the past 4 years reveals that students in the Black Subgroup increased in overall Math performance by 59 index points and Science performance by an increase of 12 index points between the 2016-2019 years.</p>	<p>According to the LEAP 2025 Assessment results, amongst students in the Black subgroup revealed 46 index point decrease in Social Studies between the 2018 and 2019 school years.</p>
<p>In 2019, the subgroups with the highest SPS score were Whole School Subgroup 96.1 points and the White Subgroup at 96.2 points based on LEAP 2025 data.</p>	<p>In 2019, the SPED subgroup had the lowest SPS score at 71.2 points based on LEAP 2025 data.</p>
<p>White subgroup performance in ELA has been the highest Index for the past three years from 2017 at 93.5 points to 100.7 points in 2019, showing a 7.2 index point increase.</p>	<p>Over the past 3 years, students in the economically disadvantaged subgroup demonstrated the most significant decrease in overall performance with a decrease of 22.4 index points in Science and 23.2 index points in Social Studies from the baseline.</p>
<p><b>DATA SOURCES:</b> 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/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <b><i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. From Spring 2019 to Spring 2020 LEAP 2025 results in the content area of ELA, 85% of students will score Mastery or Advanced – with a demonstrated composite growth of 55%-60% of students scoring at Mastery and 20-25% of students scoring at Advanced in ELA.</p>	
<p>2. From Spring 2019 to Spring 2020 LEAP 2025 results in the content area of Math, 85% of students will score Mastery or Advanced – with a demonstrated composite growth of 50%-60% of students scoring at Mastery and 20-30% of students scoring at Advanced.</p>	
<p>3. Subgroup of Economically Disadvantaged student scores from Spring 2019 to Spring 2020 LEAP 2025 results will increase by 10 index points (from 61.1 in Science to 71.1 and from 56.4 to 66.4 in Social Studies).</p>	
<p>4. From Spring 2019 to Spring 2020, 3<sup>rd</sup> Grade students will increase the Assessment Index on LEAP 2025 in Math by 2.0 pts from 98.9 to 100.9.</p>	
<p>5. From Spring 2019 to Spring 2020, 3<sup>RD</sup> Grade students will increase the Assessment Index on LEAP 2025 Science and Social Studies 5 points respectively.          -Science Assessment Index on LEAP 2025 will increase from 82.4 in 2019 to 87.4 in 2020          -Social Studies Assessment Index on LEAP 2025 will increase from 76.1 in 2019 to 81.1 in 2020</p>	
<p>6. Kinder-3<sup>RD</sup> Grade students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS Next from Fall 2019 to Fall 2020 as follows: Kindergarten to First = 3%; First to Second =10%; Second to Third = 5%</p>	

**2. PARENT AND FAMILY ENGAGEMENT**

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Pre SIP Survey on basic SIP questions on School Website.</li> <li>○ November- Create pre and post survey to use with a selected PES parent sample.                             <ul style="list-style-type: none"> <li>▪ Use pre-survey with a parent sample made up of a diverse group of selected parents.</li> </ul> </li> <li>○ December – Disseminate survey at a school meeting</li> <li>○ January and February – Push out information via Robo-calls, flyers, teacher newsletters, and/or personal calls</li> <li>○ March and April – Implement post-survey and compare data.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Post SIP Survey on basic SIP questions on School Website.</li> <li>○ (see sub bullets from above)</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- Webmaster</li> <li>- Survey</li> <li>- School Website</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>- Data from pre-versus post data on survey</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Administrative and PTA Meetings to align focus of SIP before and throughout the school year</li> <li>• Room Parent Volunteer Meetings</li> <li>• PBIS Parent Representative</li> <li>• Textbook Adoption Committee of Parents and Staff</li> <li>• School Safety Panel</li> <li>• Monthly PTA Representative meetings to discuss SIP goals with campus implementation of initiatives</li> <li>• Teacher led mini-grants through PTA</li> <li>• Parent volunteers in front office, copy room, library, learning nights, and additional special events</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- PTA Mini Grants</li> <li>- PTA representatives</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>- Attendance and sign in sheets at events</li> <li>- Number of approved the teacher mini-grants</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Parent Curriculum Resource Manual</li> <li>• SIP Plan will be posted in the front office and available for staff to review</li> <li>• Unified school wide open house slides with curricular focus</li> <li>• JCampus Grade Reports</li> <li>• Weekly Teacher Newsletters</li> <li>• IRLA Parent Letters For Levels</li> <li>• Zearn Parent Letters</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- SIP cut and paste summary for all teacher newsletters</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>- SIP Post Survey on PES Website</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• 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, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> </ul>	<p><b>Goal(s):</b> Goals 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Reflections</p>

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<ul style="list-style-type: none"> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>		<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"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
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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.*

<b>Parent Family Engagement Activity 1:</b> <ul style="list-style-type: none"> <li>Book Fair and Grandparents Week</li> </ul>	<b>Goal(s):</b> Goal 1	<b>Budgets used to support this activity:</b> <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"/> DSS <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>Book Fair</li> <li>Week supplies from Scholastic</li> <li>PTA set up for grandparents week:</li> <li>Increased security measures on campus</li> </ul>	<b>Effectiveness Measure:</b> - DIBELS  <hr/> <b>Effectiveness Results:</b>
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<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT Meetings</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, and 3</p>	<p><b>Budgets</b> 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"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- SAT Packet</li> <li>- IRP's</li> <li>- PTA Class Sitter</li> <li>- Interventions</li> <li>- Tutors</li> <li>- PBIS</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>- LEAP</li> <li>- DIBELS</li> <li>- SLT's</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>• Parent Nights             <ul style="list-style-type: none"> <li>○ Pre-K Self-Regulation Nights</li> <li>○ Pre-K Open House</li> <li>○ Kindergarten and First Grade Open House</li> <li>○ Second Grade and Third Grade Open House</li> </ul> </li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, and 3</p>	<p><b>Budgets</b> 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"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- Open House</li> <li>- Advanced Notice of Scheduled Events</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>- DIBELS</li> <li>- LEAP</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>• Cultural Arts Day</li> </ul>	<p><b>Goal(s):</b> Goal 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- Cultural Arts Day Supplies</li> <li>- Teacher Newsletters, Robo-Calls,</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>- DIBELS</li> <li>- LEAP</li> </ul>

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		<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"/> DSS <input checked="" type="checkbox"/> Other	Event Specific Flyers	<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 5:</b> <ul style="list-style-type: none"> <li>Earth and Science Day</li> </ul>	<b>Goal(s):</b> Goals 1, 2, and 3	<b>Budgets</b> 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"/> DSS <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>Earth and Science Day Set-Up</li> <li>Volunteers</li> <li>Community Partners</li> </ul>	<b>Effectiveness Measure:</b> <ul style="list-style-type: none"> <li>LEAP</li> </ul> <b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 6:</b> <ul style="list-style-type: none"> <li>Passage Day</li> </ul>	<b>Goal(s):</b> Goals 1, 2, and 3	<b>Budgets</b> 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"/> DSS	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>PTA Passage Day set up, supplies, and overall agenda</li> </ul>	<b>Effectiveness Measure:</b> <ul style="list-style-type: none"> <li>Report cards</li> <li>Pupil Progression Plan</li> <li>LEAP 2025</li> </ul> <b>Effectiveness Results:</b>

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		<input checked="" type="checkbox"/> Other		
<b>Parent Family Engagement Activity 7:</b> <ul style="list-style-type: none"> <li>Learning Nights</li> </ul>	<b>Goal(s):</b> Goals 1, 2, and 3	<b>Budgets</b> 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"/> DSS <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- Content Specific Resources</li> <li>-</li> </ul>	<b>Effectiveness Measure:</b> <ul style="list-style-type: none"> <li>- Report cards</li> <li>- Pupil Progression Plan</li> <li>- LEAP 2025</li> </ul>
				<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 8:</b> <ul style="list-style-type: none"> <li>Positive Behavior Intervention Support (PBIS)</li> </ul>	<b>Goal(s):</b> Goals 1, 2, and 3	<b>Budgets</b> 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"/> DSS <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- Morning Meeting</li> <li>- PBIS Cart</li> <li>- Family Connect Points</li> <li>- Dad's Club</li> <li>- Quarterly Breakfast</li> <li>- Student of the Week and Student of the Month</li> </ul>	<b>Effectiveness Measure:</b> <ul style="list-style-type: none"> <li>- Report cards</li> <li>- Pupil Progression Plan</li> <li>- LEAP 2025</li> </ul>
				<b>Effectiveness Results:</b>



### 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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Implementation of standard base curriculum for Ela and Math.                             <ul style="list-style-type: none"> <li>○ ELA- K-2 Grade (ReadyGEN)</li> <li>○ ELA- 3<sup>rd</sup> Grade (Guidebooks 3.0)</li> <li>○ Math –K-3 Eureka/ Zearn access</li> </ul> </li> <li>• K-2 IRLA</li> <li>• Master Schedules have been constructed to allow:                             <ul style="list-style-type: none"> <li>○ Common Grade Level Planning</li> <li>○ Common PLC times with the Curriculum Support and Data Interventionist</li> <li>○ Common Weekly pod meetings with grade levels</li> <li>○ Duty free mornings for grade level meetings</li> </ul> </li> </ul>	<p><b>Goal(s):</b> Goals 1, 2 &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Eureka and ReadyGEN materials Site based Zearn licenses IRLA Leveled readers circulating library</p>	<p><b>Effectiveness Measure:</b> SLT EOY Mastery assessment LEAP 2025 Data</p> <hr/> <p><b>Effectiveness Results:</b> Uniform common pacing across the grade level  Use of common formal assessments</p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• ELA and Math readiness assessments</li> <li>• CFAs (Common Formal Assessments) and PBA (Performance Based Assessments) for grade levels to use within Common Grade Level Planning PLCs</li> <li>• Individual students IRLA leveling (K-2<sup>nd</sup> Grade)</li> <li>• DIBELS Next Baseline Scores</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> SLT Readiness</p>	<p><b>Effectiveness Measure:</b> LEAP DIBELS Next PLC Data, Responses, and Action Plans</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Ongoing progress monitoring for all intensive and well below benchmark</li> <li>• TAT (Teacher Assistance Team) used as part of interventions and pre-SAT concerns</li> <li>• School Counselor and MHP services and/or referral from teachers, parents, and/or SAT/TAT</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Progress Monitoring Resources  TAT training and additional resources</p>	<p><b>Effectiveness Measure:</b> LEAP DIBELS Next</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> EL Teacher and Resources</p>	<p><b>Effectiveness Measure:</b> LEAP DIBELS Next</p>

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<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• EL Teacher assigned to EL Students</li> </ul>		<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"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• DIBELS data</li> <li>• CFA and PBA common grade level assessments that drive PLC decisions and action plans/steps through Progress Monitoring and IRPs</li> <li>• Monthly TAT</li> <li>• Weekly SAT (Wednesdays)</li> <li>• Program placement</li> <li>• SAT team-TRT, Pupil Appraisal, Counselor, teacher, speech, and Principal/AP</li> <li>• K-2 IRLA and Ready GEN Intervention Time with Instructional Minute Breakdown</li> </ul>	<p><b>Goal(s):</b> Goal 1, 2, &amp; 3</p>	<p><b>Budgets used to support this activity:</b></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 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"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> TAT Resources  SAT Resources</p>	<p><b>Effectiveness Measure:</b> DIBELS Next  LEAP</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• TAT Process and Interventions</li> <li>• SAT</li> <li>• Daily Instructional Minutes</li> <li>• Project Read</li> <li>• Parent Learning Extension Support</li> </ul>	<p><b>Goal(s):</b> Goal 1,2, &amp; 3</p>	<p><b>Budgets used to support this activity:</b></p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b> TAT Resources  SAT Resources</p>	<p><b>Effectiveness Measure:</b> DIBELS Effectiveness Monitoring  Progress Monitoring  Project Read</p>

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<ul style="list-style-type: none"> <li>• Site based tutoring</li> <li>• Math Morning Learning Lab</li> </ul>		<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"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student Grades</li> <li>• SAT Follow-ups</li> <li>• CFA and PBA Data used within PLCs</li> <li>• Project Read Progress Monitoring</li> <li>• TAT</li> <li>• DIBELS Next Data</li> <li>• Short forms/Discipline referrals</li> <li>• IRLA Indicator</li> <li>• Learnzillion Diverse Learners Guide for 3<sup>rd</sup> grade teacher support</li> <li>• Teacher Created Eagle Assessment</li> </ul>	<p><b>Goal(s):</b> Goal 1, 2, &amp; 3</p>	<p><b>Budgets</b> 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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> CFA and PBA per grade level  SAT Checkpoints and Follow-Ups  Project Read Progress Monitoring</p>	<p><b>Effectiveness Measure:</b> DIBELS Effectiveness Monitoring  Progress Monitoring  Project Read  School Discipline Data</p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Project Read</li> <li>• Florida Center Interventions</li> <li>• IEP and 504 Accommodations</li> <li>• PCI and/or Unique Learning</li> <li>• GC Adaptive Novels for Guide books</li> </ul>	<p><b>Goal(s):</b> Goal 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b> Project Read  Florida Center Interventions</p>	<p><b>Effectiveness Measure:</b> LEAP  Progress Monitoring</p>

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		<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"/> DSS <input checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b>Interventions Specific to <u>English Learners</u>:</b> <ul style="list-style-type: none"> <li>• EL Teacher Instruction</li> <li>• Adapted Novels for 3<sup>rd</sup> Grade</li> </ul>	<b>Goal(s):</b> Goal 1, 2, & 3	<b>Budgets</b> 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 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	<b>Items Needed:</b> EL Resources	<b>Effectiveness Measure:</b> LEAP
				<b>Effectiveness Results:</b>
<b><i>Support and Extended Learning</i></b>				
<b>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):</b> <ul style="list-style-type: none"> <li>• Speech services</li> <li>• Gifted and Enrichment Services</li> <li>• Daily Enrichments including music, library, and art</li> </ul>	<b>Goal(s):</b> Goal 1, 2, & 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> Continued Parish Support and Resources	<b>Effectiveness Measure:</b> Students Grades  LEAP

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<ul style="list-style-type: none"> <li>• Biweekly PE classes</li> <li>• Kids-In-Transition</li> <li>• MHP</li> <li>• Outdoor Classroom Projects</li> <li>• Occupational Therapy Services</li> <li>• Adaptive PE</li> <li>• School Nurse</li> <li>• School Resource Officer</li> <li>• Computer Lab for K-3<sup>rd</sup></li> <li>• Morning Meeting</li> <li>• Helping Hands</li> <li>• Talented Art and Drama</li> <li>• Violin/Strings</li> </ul>		<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"/> DSS <input checked="" type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Grade Level Generated, ADMN Approved, and Standards Aligned Field Trips</li> <li>• Girls on the Run Program</li> <li>• Skipping Eagles</li> <li>• Violins</li> <li>• Lego League</li> <li>• PES Dads' Club</li> </ul>	<p><b>Goal(s):</b> Goal 1, 2, &amp; 3</p>	<p><b>Budgets</b> 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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Staff and Resources</p>	<p><b>Effectiveness Measure:</b> Reflections</p> <hr/> <p><b>Effectiveness Results:</b></p>

***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

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<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> 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.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> 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 <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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> MHP Caseload</p>	<p><b>Effectiveness Measure:</b> MHP Outcome Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li><b>Co-Lead PBIS committee</b></li> <li><b>Grade Level/whole School Assemblies</b></li> <li><b>Small groups</b></li> <li><b>Mindful Movements</b></li> <li><b>In-class school counselor visits/lessons for PBIS Monthly Virtues</b></li> <li><b>Safe touch</b></li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, &amp; 3</p>	<p><b>Budgets</b> 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 <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"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> School Counselor Evaluation</p>	<p><b>Effectiveness Measure:</b> Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

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<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• <b>PBIS Programs</b></li> <li>• <b>Eagle Bucks Systems</b></li> <li>• <b>Lunch Detention</b></li> <li>• <b>Restorative Practices/Approach</b></li> <li>• <b>ISS/In-School Detention Para and Services</b></li> <li>• <b>Creating a school-wide Behavioral Approach and Process to supplement PBIS</b></li> <li>• <b>Attendance Tracking and Monitoring Processes</b></li> <li>• <b>WINGS</b></li> </ul>	<p><b>Goal(s):</b> Goal 1, 2, &amp; 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Reflections and survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Pontchartrain Elementary 2019-2020**

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• School Tours for incoming, potential, or interested students, parents, and families</li> <li>• Meet and Greet</li> <li>• Establishing relationships with local Pre-Schools, daycares, and additional support services/resources</li> <li>• 3<sup>rd</sup> Grade Passage Day</li> <li>• K Boohoo Yahoo Breakfast</li> </ul>	<p><b>Goal(s):</b> Goal 1,2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• This year’s focus is in different stages within in this focus:             <ul style="list-style-type: none"> <li>○ Implementation of Ready Gen, Eureka, IRLA, Zearn, and Inspire Science</li> <li>○ Common Formative Assessments-aligned with the curriculum</li> </ul> </li> <li>• Coordinate with the district Science and Social Studies curriculum specialist</li> <li>• Focus on blending ELA standards into Science and Social studies within the curriculum</li> <li>• Response to Data and Remediation Plan- grade level plan to help reteach for intervention and enrichment</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Curriculum materials Curriculum Specialist</p>	<p><b>Effectiveness Measure:</b> Surveys Exit tickets LEAP 2025</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Summer Institute</b></li> <li>• <b>Project Read</b></li> <li>• <b>Great Minds-Eureka</b></li> <li>• <b>ReadyGEN</b></li> <li>• <b>IRLA PD</b></li> <li>• <b>DIBELS Next</b></li> <li>• <b>ELA Content Leader</b></li> <li>• <b>Math Content Leader</b></li> <li>• <b>Zearn PD</b></li> <li>• <b>Social Studies &amp; Science Curriculum Specialist/Support</b></li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Survey Exit Tickets</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

**Pontchartrain Elementary 2019-2020**

**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.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

**Pontchartrain Elementary 2019-2020**

		<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"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
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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, Title III, or DSS funding.

**English Learners (EL):**

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds.

**21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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 the end of the unit E:A 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 the 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

**2019-2020 Committee Members**

<p align="center"><u>School Improvement Planning Committee</u></p>	<p align="center"><u>Parent/Family Engagement Committee</u></p>
<p align="center"><b>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• <b>Principal: Henry (Tom) Heier</b></li> <li>• <b>AP: Adam Kelley</b></li> <li>• <b>Teacher: Lori Sprague</b></li> <li>• <b>Teacher: Stacy Alombro</b></li> <li>• <b>Teacher: Megan Samford</b></li> <li>• <b>Parent/Family: Alexandra O’Dowd</b></li> <li>• <b>Parent/Family: Lynse Montero</b></li> </ul>	<p align="center"><b>Responsible for the Implementation of the PFE Activities in the SIP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• <b>Principal: Henry (Tom) Heier</b></li> <li>• <b>Teacher: Lori Sprague</b></li> <li>• <b>Teacher: Stacy Alombro</b></li> <li>• <b>Teaecher: Megan Samford</b></li> <li>• <b>Parent/Family: Alexandra O’Dowd</b></li> <li>• <b>Parent/Family: Lynse Montero</b></li> </ul>

## DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A schoolwide action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team Signature

\_\_\_\_\_  
Date