School Improvement Plan
Pontchartrain Elementary School
St. Tammany Parish School System

Pontchartrain Elementary
Kindergarten - Third
1500 West Causeway Approach
Mandeville, LA 70471
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DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

Data Triangulation – Strengths & Contributing Factors to Strengths

Part I: Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see "Tools for Success," SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
The Economically Disadvantaged subgroup has improved their ELA scores.	1	I -Leap CRT, I-Leap Tutoring, I-Leap Proficiency Scores
Student achievement in math on the I-LEAP CRT index is the highest index score among all subject areas.	2	I -Leap, I Think I Can Enrichment, BOC/MM
Student achievement in the Life Science strand improved to 84%.	3	I -Leap Strand Content, Science Lab Logs, I- Leap Scores
First grade has the highest benchmark for DIBELS 3 of the 4 periods.	4	Dibels Report
Economically Disadvantaged has decreased the achievement gap in ELA.	5	I-Leap, I-Leap Proficiency Scores

List the contributing factors from the ***archival, attitudinal/perceptual, behavioral, and cognitive data*** of the previously identified strengths; see "Tools for Success," SIP Rubric, Pages 74-76.

Contributing Factor 1	The Economically Disadvantaged subgroup has improved their ELA scores.		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)		**Instrument** (200 Characters)	**Data Type**
1.	On the I-Leap the Economically Disadvantaged improved ELA from 83.0 to 92.0 to 100.0 from 2007-2010.	I-Leap CRT	Archival
2.	Economically Disadvantaged decreased their achievement gap in ELA in 2010.	I-Leap Proficiency Scores	Cognitive
3.	I-Leap tutoring is offered for ELA to the Economically Disadvantaged at no cost.	I-Leap Tutoring Logs	Cognitive

Contributing Factor 2		Student achievement in math on the I-Leap CRT index is the highest index score.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		**Instrument** (200 Characters)	**Data Type**
1.	Third grade students Math CRT Index is 145.3.	I-Leap CRT	Cognitive
2.	Students in K-3rd participate in the I Think I Can math program that focuses on measurement, geometry, and probability. Over 85% of students successfully complete the program.	I Think I Can	Cognitive
3.	Students in third grade receive tutoring if they score less than 50% on CAMS, students who score 70% or higher are offered to participate in before school math programs that provide further enrichment. Therefore over half the students are receiving additional support.	BOC/MM/Tutoring	Cognitive

Contributing Factor 3		Student achievement in the Life Science Strand improved to 84%.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		**Instrument** (200 Characters)	**Data Type**
1.	Third grade students earned 84% on Life Science strand on I-Leap in 2010.	I-Leap	Cognitive
2.	Students in K-3rd participate in a rotating science lab each month.	Science Lab Calendars/Logs	Cognitive
3.	Students have consistently scored high in Life Science on I-Leap, including in 2010.	I-Leap	Archival

*Must list ***at least three findings*** to justify Strengths
Refer to Louisiana Needs Analysis (LANA) page *56 Table 52* Domain and Sub domain codes

Data Triangulation – Contributing Factors to <u>Weaknesses</u>

Part II: Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see "Tools for Success," SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
Students with Disabilities subroup has the lowest score in ELA.	1	I-Leap CRT, I-Leap Proficiency
Student achievement in Social Studies: Lowest index score of all subjects	2	I-Leap,
Student achievement in ELA Strand 2: Write Competently	3	I-Leap CRT, I-Leap Proficiency
Economically Disadvantaged subgroup in Math has declined 3 of 4 years.	4	I-Leap, I-Leap Proficiency
Kindergarten has the lowest benchmark 3 of the 4 periods.	5	Dibels

List the contributing factors from the ***archival, attitudinal/perceptual, behavioral, and cognitive data*** of the previously identified weaknesses; see "Tools for Success," SIP Rubric, Pages 74-76.

Contributing Factor 1		Students with Disabilities subgroup has the lowest score in ELA.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		**Instrument** (200 Characters)	**Data Type**
1.	Students with disabilities scored 79.2 percent proficient while the other subgroups scored at least 95.1 percent proficient.	I-Leap	Cognitive
2.	Students with Disabilities consistently score below other subgroups four of the five years in ELA since 2005.	i-Leap Proficiency	Archival
3.	Students with Disabilities have low scores in Dibels testing.	Dibels	Cognitive

Contributing Factor 2	Student achievement in Social Studies: Lowest Index Score		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)		**Instrument** (200 Characters)	**Data Type**
1.	Third grade students had a 132.0 CRT index score in Social Studies.	I-Leap CRT	Cognitive
2.	Students earned only 63% on the History strand of Social Studies.	I-Leap	Archival
3.	The history GLE for the I-Leap are usually introduced in third grade instead of building from kindergarten.	GLE	Cognitive

Contributing Factor 3	Student achievement in ELA Strand 2: Write Competently		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)		**Instrument** (200 Characters)	**Data Type**
1.	Students earned only 67% on the writing strand on the I-Leap in 2010.	I-Leap	Cognitive
2.	Student achievement in ELA Strand 2: Write Competently has been one of the five lowest scores for the last three years, 2008-2010.	I-Leap	Archival
3.	Students are only observed writing 50% of the time on learning walks.	Summary of Learning Walks	Behavioral

*Must list ***at least three findings*** to justify a weakness
Refer to Louisiana Needs Analysis (LANA) page *56 Table 52* Domain and Sub domain codes

The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.

ACTION PLAN

GOALS AND OBJECTIVES

GOAL 1	**By 2013-2014 all students will reach high standards, attainging proficiency or better in reading/language arts.**	
Research-Based Strategy 1:		☐ **RTI** ☒ **JEPD** ☐ **DDD** ☐ **MEL** ☐ **CA** ☐ **SIM** ☐ **UDL**
Indicators of Implementation (250 Characters)**:**		**Procedures for Evaluating Indicators of Implementation** (250 Characters)**:**
1.1	Aligns collaborative work with school improvement goals.	Collaboration is done through WFSG meetings, grade level meetings, collaborative meetings, some faculty meetings, and SIC. All teachers in the school attend each of the above. There is also a design team and only the administrators, TRT, and selected teachers are currently on that team. Most of the above are monthly, and the rest are usually bi-monthly. Collaboration is documented in summary notes, SIC reports, and completion of assigned tasks. A school administrator is present at all of the above meetings except for the collaboratives. The grade level chair submits the agenda/results for those meetings. The school administrators give feedback in a variety of ways. Sometimes it is immediate oral feedback, written observation/summary, and suggestions. From the collaboration information is gathered that promotes new instructional goals, strategies, and further professional development needs.

1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	There are many types of professional development activities planned including WOW, Kagan, technology, Four Square Writing, Write, Draw, Solve IT and RICE for math, measurement of student engagement, Achieve 3000, and updated Dibels. All teachers will receive WOW, Kagan, Four Square Writing, one of the math strategies, measurement of student engagement, and updated Dibels. Gifted teachers, computer teacher, and assistant principal will receive training on Achieve 3000. Technology training will be offered throughout the year and teachers can register for their needed area of training. Some of the professional development will be offered from staff at Pontchartrain including administrators, TRT, and selected teachers. Other professional development will be conducted from outside specialists. The professional development needs of the staff are determined by their input, learning walks, SIC committee meetings, data from assessments such as Dibels, I-Leap, CAMS/CARS, and district initiatives. Follow-up is monitored by Grade Level Chairs, TRT, and administration and administrators can check for implementation of instructional practices through samples of students work, teacher products brought to meetings,learning walks, surveys, conversations in follow-up meetings. Feedback will be given to the teachers continually throughout the process. As student work is analyzed plans are formulated as what to do to improve instruction and student engagement.
1.3	New classroom practices are implemented as a result of follow-up support.	The administrators, TRT, grade level chairs, and design team members monitor follow-up. The administrators can check for implementations through teacher Weekly Overviews, lesson plans, learning walks, work samples brought to subsequent professional development, and certain reports.Feedback is given to the teachers on a continual basis both formally and informally and student work is examined by teachers in study group collaboration no less than bi-monthly. This examination of student work guides future instruction and professional development opportunities.
OBJECTIVES: (up to six; 150 characters)		**DESIRED OUTCOMES:** (150 characters)
1.1	To increase School ELA CRT Index Scores in third grade from 143.6 to 145.6 by 2012.	Improvement in the area Writing Competently in all grades to improve the writing CRT score of 67%.
1.2	To increase Students with Disabilities subgroup ELA proficiency from 79.2 to 83.2.	Students with disabilities will be able to read, analyze, and respond to literature.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Students that are identified as "intensive" by Dibels will use ECRR and Earobics as tiered interventions. The highly qualified (HQ) teachers will include interventions for students as needed based on the Response to Intervention model. Students identified as "at risk" who are in first grade may participate in small group intervention with a tutor in the Voyager Passport Program. Second grade students may be involved in Reading Rangers. This program allows students to be individually tutored, or tutored in small groups, by volunteers who are trained. Third grade students "at risk" in reading will receive tutoring. Any additional instructional resources or materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students will work cooperatively utilizing graphic organizer, Write from the Beginning, Four Square Writing, and Thinking Maps to strengthen writing skills. The HQ teachers will continue to receive professional development in Four Square Writing and Write from the Beginning.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Students will engage in research based activities designed to increase oral reading based upon the results of Dibels progress monitoring. Any other instructional resources or materials will be provided.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will begin working towards designing engaging ELA lessons through school wide design team using WOW protocol. Any additional instructional resources or materials will be provided.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Differentiate and enrich the guaranteed curriculum through the use of Earobics, Treasures Reading Series Technology Component, Thinking Maps Software, Reading Renaissance, Destination Reading, Reading for Meaning Software. Any other instructional resources or materials will be provided.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will implement the online guaranteed curriculum and all ELA technology components. Any additional instructional resources or materials will be provided.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Purchase required and recommended technology hardware for implementation of the Guaranteed Curriculum including computers, cameras, network laser printers, promethian boards and accessories. Any additional instructional resources or materials will be provided.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified teachers of the gifted students, computer teacher, and assistant principal will receive professional development on the Achieve 3000 program. The program will be implemented in the second and third grade gifted classes and the computer teacher will provide additional support.Any additional instructional resources or materials will be provided.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

PBS Team will attend more training for Tier II and implement it with kindergarten and first grade students this year with a goal to increase it to second and third grade students the following year. Any additional instructional resources or materials will be provided.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Administrators and highly qualified teachers and counselors will implement character education with students at afternoon assemblies. Any additional instructional resources or materials will be provided.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

The highly qualified teachers will include in planning and teaching such teaching strategies as those recommended in "Thinking Maps", "Write From the Beginning", and "Four Square" when assisting students in the writing process. Any additional instructional resources or materials will be provided.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

The highly qualified teachers will include interventions for students as needed based on the Response to Intervention model. Any additional instructional resources or materials will be provided.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will continue to be trained in all components of Dibels and revised Dibels. Any additional instructional resources or materials will be provided.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)
The web page, weekly classroom overview comunication, and monthly newsletter will inform parents of the writing initiatives taking place at school as part of the school's literacy program. Any additional instructional resources or materials will be provided.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)
Literacy night will be held once a year.Any additional instructional resources or materials will be provided.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)
The highly qualified teachers will be trained and then utilize the website easycbm.com as a writing/language diagnostic and monitoring tool to help improve student writing and language skills. Any additional instructional resources or materials will be provided.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)
The third grade students will have a day at the end of the year to visit their feeder school, meet the teachers, take a tour, and learn some of the expectations of fourth grade and the school.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will meet in whole faculty study groups a minimum of six times a year to plan engaging work, analyze student work, learn more about WOW, KAGAN, and review instructional practices and student achievement. Any additional instructional resources or materials will be provided.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)
Articulation meetings with Tchefuncte Middle School will be held once a semester by the third and fourth grade teachers.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)
Learning walks by administrators and highly qualified teachers will be done to support teacher collaboration, reflection, and student engagement.

GOAL 2	**By 2013-2014, all students will reach high standards, attaining proficiency or better in math.**	
Research-Based Strategy 2:		☐ **RTI** ☒ **JEPD** ☐ **DDD** ☐ **MEL** ☐ **CA** ☐ **SIM** ☐ **UDL**
Indicators of Implementation (250 Characters)**:**		**Procedures for Evaluating Indicators of Implementation** (250 Characters)**:**
1.1	Aligns collaborative work with school improvement goals.	Collaboration is done through WFSG meetings, grade level meetings, collaborative meetings, some faculty meetings, and SIC. All teachers in the school attend each of the above. There is also a design team and only the administrators, TRT, and selected teachers are currently on that team. Most of the above are monthly, and the rest are usually bi-monthly. Collaboration is documented in summary notes, SIC reports, and completion of assigned tasks. A school administrator is present at all of the above meetings except for the collaboratives. The grade level chair submits the agenda/results for those meetings. The school administrators give feedback in a variety of ways. Sometimes it is immediate oral feedback, written observation/summary, and suggestions. From the collaboration information is gathered that promotes new instructional goals, strategies, and further professional development needs.

1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	There are many types of professional development activities planned including WOW, Kagan, technology, Four Square Writing, Write, Draw, Solve IT and RICE for math, measurement of student engagement, Achieve 3000, and updated Dibels. All teachers will receive WOW, Kagan, Four Square Writing, one of the math strategies, measurement of student engagement, and updated Dibels. Gifted teachers, computer teacher, and assistant principal will receive training on Achieve 3000. Technology training will be offered throughout the year and teachers can register for their needed area of training. Some of the professional development will be offered from staff at Pontchartrain including administrators, TRT, and selected teachers. Other professional development will be conducted from outside specialists. The professional development needs of the staff are determined by their input, learning walks, SIC committee meetings, data from assessments such as Dibels, I-Leap, CAMS/CARS, and district initiatives. Follow-up is monitored by Grade Level Chairs, TRT, and administration and administrators can check for implementation of instructional practices through samples of students work, teacher products brought to meetings,learning walks, surveys, conversations in follow-up meetings. Feedback will be given to the teachers continually throughout the prcess. As student work is analyzed plans are formulated as what to do to improve instruction and student engagement.
1.3	New classroom practices are implemented as a result of follow-up support.	The administrators, TRT, grade level chairs, and design team members monitor follow-up. The administrators can check for implementations through teacher Weekly Overviews, lesson plans, learning walks, work samples brought to subsequent professional development, and certain reports.Feedback is given to the teachers on a continual basis and student work is examined by teachers in study group collaboration no less than bi-monthly. This examination of student work guides future instruction and professional development opportunities.
OBJECTIVES: (up to six; 150 characters)		**DESIRED OUTCOMES:** (150 characters)
1.1	To increase School Math CRT Index Scores in third grade from 145.3 to 147.3 by 2012.	Improvement in the area of Geometry in all grades to improve the Geometry CRT score of 78%.
1.2	To increase Economically Disadvantaged subgroup Math percent proficiency from 83.3 to 85.3 by 2012.	Students in the Economically Disadvantaged subgroup will be able to correctly answer questions about numbers, number relations, algebra, and geometry.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Small group intervention lessons will be presented by classroom highly qualified teachers during class and to 3rd graders by LEAP tutors before or after school based on student need.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
The highly qualified teachers will include in planning and teaching such contextual learning strategies as those recommended in "Investigations" and "Every Day Counts".

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
The highly qualified teachers will teach strategies for problem solving such as RICE strategies (Retell, Illustrate, Compute, Explain) in 2nd and 3rd grades and Read It, Draw It, Solve IT, in Kindergarten and 1st grades.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
The highly qualified teacher will include interventions for students in math as needed based on the Response to Intervention model.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will begin working towards designing engaging math lessons through design team using WOW protocol.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
All highly qualified teachers will attend grade level meetings and WFSG to review test data and collaborate on ways to enhance math instruction with focus on student engagement in geometry, measurement, problem solving, and constructed response.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
All new highly qualified math teachers will be trained in Every Day Counts.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)
All highly qualified math teachers will be trained to identify the needs of ED students and learn how to provide supplemental math instruction as needed.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)
All highly qualified teachers will be trained in the Eagle Assessment program and the will implement the Eagle program in their math instruction.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)
Each year a Family Math Night will be held to allow students, parents, and highly qualified teachers the opportunity to engage in math activities after school hours.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)
Home learning parent participation program "I Think I Can" that incorporates geometry activities correlated to GLE's and is geared to each grade level. This program is eight weeks in duration and each Monday a new sheet of problems is sent home with the student to be completed and brought back by the end of the week. A student is considered successful if he/she completes at least five of the eight weeks.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)
Two math enrichment programs, Breakfast of Champions and Mathemagicians, will offer third grade students the opportunity to participate in seven weeks of extended math instruction before school two days a week. These programs focus on problem solving strategies.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)
Parent volunteers will help coordinate free math assistance (Math Masters) and reading assistance (Reading Rangers) as well as Science Lab, Earth Day and Spring Fling.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)
The web page, weekly classroom overview communication, and monthly newsletter will inform parents of the math initiative taking place at school as part of the school's math program. Any additional instructional resources or materials will be provided.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will implement the online guaranteed curriculum and all Math technology components.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)
Use of United Streaming, LA Pass, Destination Math, and other websites with age appropriate math content.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)
Administrators and highly qualified teachers and counselors will implement character education with students at afternoon assemblies. Any additional instructional resources or materials will be provided.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)
The third grade students will have a day at the end of the year to visit their feeder school, meet the teachers, take a tour, and learn some of the expectations of fourth grade and the school.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)
Articulation meetings with Tchefuncte Middle School will be held once a semester by the third and fourth grade teachers.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)
PBS Team will attend more training for Tier II and implement it with kindergarten and first grade students this year with a goal to increase it to second and third grade students the following year. Any additional instructional resources or materials will be provided.