

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

**1.COMPREHENSIVE NEEDS ASSESSMENT**

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

**STRENGTHS**

<u><b>1a. Results of Comprehensive Needs Assessment</b></u>		<u><b>1a. Measures used to Determine School Needs:</b></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
Third grade has the highest percentage of Benchmark all 4 years at EOY – 83%, 75%, 73%, 67%	1	DIBELS; 2013-16
White Subgroup has the highest scores in ELA and Math all 4 years ELA – 86.5, 86.9, 90.5, 79.7; Math – 88.5, 85.7, 86.5, 84.8	2	iLEAP and PARCC; 2013-2016
Students with Disabilities proficiency score went up in three consecutive years (2013-2015) in Math; 34.5 to 42.9 to 50.0.	3	iLEAP and PARCC; 2014-2015, 2015-2016
ELA – Hispanic Achievement Gap decreased with 57.2 in 2014-15 to 13.0 in 2015-16	4	iLEAP and PARCC; 2014-15, 2015-16
Economically Disadvantaged Students went up in percentage Proficient from 76.7% in 2014-15 to 77.2% in 2015-16 in Math	5	iLEAP and PARCC; 2014-15, 2015-16
Parental Awareness of the Title One Program continues to be high at 90% of our parents being knowledgeable of the programs.	6	End of the year Title 1 parent survey

**CHALLENGES**

<u><b>1b. Results of Comprehensive Needs Assessment</b></u>		<u><b>1b. Measures used to Determine School Needs:</b></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Kindergarten has the lowest percentage of Benchmark all 4 years at EOY. 66%, 50%, 55%, 62%	1	DIBELS; 2013-2016
Students with Disabilities had the lowest percentage proficiency in ELA and Math all 4 years; ELA – 39.1, 27.6, 35.7, 36.4; Math – 39.1, 34.5, 42.9, 50.0.	2	iLEAP and PARCC; 2013-2016
ELA CRT Index Score went down from 99.1 in 2014-15 and 87.7 in 2015-16	3	PARCC; 2015-2016
PFE: Incomplete records of how many parents/families are attending PFE events.	4	Sign In Sheets not matching Exit Tickets
Behavior: Third grade suspensions went up from 3.1% in 2014-15 to 8.3% in 2015-16.	5	Discipline Data in JPAMs; 2014-2016

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>
<b>GOALS</b>
1 By May 2017, the number of Benchmark students in Kindergarten will increase by 10% on DIBELS, from 62% to 72% in Spring 2017 as evidenced by DIBELS EOY Benchmark testing.
2 By May 2017, the percentage proficiency for Students with Disabilities will increase 10% in ELA from 36.4% to 46.4% in Spring 2017 as evidenced by EOY state testing.
3 By May 2017, the percentage proficiency for Students with Disabilities will increase 10% in Math, as evidenced by EOY state testing from 50.0% to 60.0% in Spring
4 PFE By May 2017, the Parent/family awareness of the Title I program will continue to increase from 90% to 95% as evidenced by results of the Spring Title I Parent/family survey.
5 Behavioral-By May 2017, the program will demonstrate an 85% success rate when evaluating students who see the MHP demonstrating a decrease in the number of referrals and maintenance of successful academics or improvement of ELA/Math academics.

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

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

<b>3. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>PLC</u></b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)            PLCs meet monthly for 3 hours each grade level.            Assessment and writing strategies will be the focus for the groups. It includes teachers, Administration, RHT, PLC and curriculum specialists when needed.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:            Substitutes and benefits for teachers to attend PLCs; Performance Coach books for 3<sup>rd</sup> grade; co-teaching books, refreshments</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state mandated trainings</li> <li>•Parish required PD days-Curriculum,</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:            Stipends and benefits for teachers and presenters.</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>Assessment, SPED, Advanced-ED</p> <ul style="list-style-type: none"> <li>•After-school, before school, and district sponsored professional development</li> <li>•Teachers will be given B days, paid for by the school to allow release time for PD, ex: observing other teachers.</li> </ul>	<p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Books for professional library.</p> <p>B Days for teachers</p>
--	---	---

<p><b>4. PARENT/FAMILY ENGAGEMENT:</b> What strategies/activities do you employ to increase Parent/Family Engagement? You may group strategies by type of activities, time of day, purpose, or any other way your school’s design fits into 2 or 3 entries in this category.</p>		
<p><i>Describe how parents/families will be involved in the</i></p> <ul style="list-style-type: none"> <li>○*<i>design</i> – Parents/families are involved in designing the Title I Plan through several Parent/family evaluation tools. These include NNPS, Parent/family comments and suggestions for future school wide family events through tickets out the door and as part of the Title I spring survey. PTA sends home a monthly newsletter involving PTA activities, news from the principal. The PTA board meets once a month which provides feedback to administration. A weekly school newsletter regularly asks for Parent/family feedback on available events and activities during and after the school day. Teachers ask for Parent/family input during conferences and by using tickets out the door after classroom Parent/Family Engagement events. The Title I planning committee includes both parents/families and community members.</li> <li>○Parents/families are directly involved in the design of the school wide program through their participation in the SIP process. They are invited to a meeting in Nov/Dec to comment on the draft of the SIP as it is reviewed/revised prior to</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p> <p>Postage</p> <p>Materials</p> <p>Coffee, muffins, copies, paper, pens, markers, food for projects and dinner</p> <p>Books, planners, personnel – Literacy Night and math/Science Night chair</p> <p>Teacher Web webmaster</p> <p>Ink Cartridges</p> <p>Parent Resource Center kits, etc.</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>submission to the supervisors.</p> <p><i>*implementation</i> – Parents/families are encouraged to attend family events (Meet &amp; Greet, Open House, Family Literacy Night, Family Math/Science Night, Test Taking Tips, I Think I Can home learning. Parents/families are encouraged to become PTA Members and Volunteers within and outside the school day. PTA aids with obtaining classroom volunteers, office volunteers, for general school needs. CES announcements encourage students to attend Parent/Family Engagement events. Speaker/Author present to parents/families/students at meetings, Monthly Family Involvement Activities for Pre K, Terrific Breakfast, Veteran’s Day Program. Students perform and participate at these family and community events. JPAMS robo calls are used to remind and encourage parent/family/community engagement and attendance. The complete Title I plan is available for viewing in the front office</p> <p>○ <i>evaluation of the ENTIRE TITLE I schoolwide program.</i></p> <p>Parents/families are invited to attend the May meeting of the Title I/SIP Committee to review/comment/revise the final evaluation prior to sharing the report with the stakeholders. Parents/families are given the opportunity to evaluate school events at the end of the event as well as on the school website. They are also given Parent/family Surveys in the Spring of the school year.</p>		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <p>○ <i>Parent/family Engagement Policy/compact;; which will be reviewed/revise in the Spring when the</i></p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>    </u> GFF  <u>    </u> SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper  Printing  Postage</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>new application is written</p> <ul style="list-style-type: none"> <li>○PFE Plan 8/25/16; Review of plan created in March 2016; March 2017 this meeting will create a new plan to be included in the new application; It will be revisited again at the beginning of the 2017-2018 school year after the Title 1 Final evaluation is completed.</li> <li>○School Improvement Plan 11/16/16,- parents will be invited to attend to review the SIP draft. Parents will be invited to attend a meeting at the end of May 2017 to review the final evaluation of the SIP Plan prior to dissemination to the faculty and stakeholders.</li> <li>○Meeting dates with our committee will be conducted once a quarter or more frequently if needed for planning, implementation and evaluation of PFE Policy, PFE Plan, and SIP; dates are as planned: 10/13/16 –Planning workshop; 10/21/16 – Needs Assessment; 10/26/16 SIP Creation; 10/28/16 PI – draft of SIP revised; 11/2/16 reorganization/resubmission of draft of SIP; 3/21/17 PI Plan – create/review/revise; 3/28/17 Creation of Title 1 Application; 4/27/17 Title 1 Application presented to Faculty; 5/16/17 Review Title 1 Evaluation Draft</li> </ul>	<ul style="list-style-type: none"> <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"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Toner Ink</p>
<ul style="list-style-type: none"> <li>◆Describe how parents/families will receive timely information about the Title I program;</li> <li>◆-Parents/families will receive timely information about Title 1 through: <ul style="list-style-type: none"> <li>*New Parent/family Coffee 8/2/16</li> </ul> At this coffee, parents/families learn about Title 1 services, including MHP, tutors, and paras, opportunities, and budget. <ul style="list-style-type: none"> <li>*Meet and Greet 8/5/16</li> <li>*Parent/family Contracts</li> <li>*Family Literacy Night 12/15/16</li> </ul> </li> </ul>	<p><b>10. 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"/> SRCL</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"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper Printing Postage Toner Ink</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>*Family Math and Science Night 3/13/17          *Test taking tips for parents/families 3/9/17          *I Think I Can home learning 3/6/17          *Evaluation piece (ticket out the door)          completed by parents/families after each activity.          Families participate in fun activities that teach parents/families strategies that help them help their children at home. MHP will have a session on coping with the stress of parenting. Title 1 personnel will meet with families to increase their awareness of Title 1.</p> <ul style="list-style-type: none"> <li>*School Website</li> <li>*Teacher Website</li> <li>*Weekly Newsletters</li> <li>*School Written Notices</li> <li>*Robo Call out</li> <li>*Teacher/Parent Conferences</li> <li>*IEP Conferences (annually)</li> <li>*SAT (weekly)</li> <li>*TAT (weekly)</li> </ul>		
<p>◆ <i>Describe how parents/families will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>Parents/Families will be informed of the curriculum, assessments and proficiency levels students are expected to meet by attending Meet and Greet and any conferences with the teacher along with open communication with admin and staff. In every grade, parents are sent home weekly classroom agendas that include weekly newsletters and pertinent information about activities, homework, and upcoming events where parents sign off stating they have seen the information. STAR placement scores are sent home to parents. These scores reflect students' current reading level.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</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"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>Paper</li> <li>Printing</li> <li>Postage</li> <li>Toner</li> <li>Ink</li> </ul>
<p>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>Printing supplies-GFF</li> <li>Postage-</li> </ul>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>Parents/families in need of translation services contact the school and a conference is set-up to discuss results.</p>	<p><input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve Parent/Family Engagement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:   Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents/families information on how to access the curriculum. This information will be provided to parents/families at school open house events, scheduling nights, Parent/family meetings, school website and other Parent/family orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Postage  Refreshments  Printing</p>
<p>◆ <b><u>Decision Making Opportunities for Parents/Families:</u></b>  ◆ Parents/families are encouraged to participate in the meetings below through personal phone call and written invitations. The meetings are scheduled at the parents/families' convenience.</p> <ul style="list-style-type: none"> <li>▪ TAT (Teacher Assistance Team)  Meeting – meet every Wednesday from 12:00 – 3:00; teachers, GC, and TRT have an opportunity to express their concerns and interests and receive interventions needed for student success (before going to SAT).</li> <li>▪ SAT (Student Assistance Team)  Meetings – meet every Thursday from 12:00 – 3:00;</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Paper  Printing  Postage  Toner  Ink  Teacher Web  Parent conference forms  Refreshments</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>parents/families have an opportunity to express their concerns and express interests in interventions being presented.</p> <ul style="list-style-type: none"> <li>▪ IEP Meetings – held during the week; parents/families have an opportunity to express their concerns, interests, agree/disagree to interventions, modifications, accommodations.</li> <li>▪ Parent Conferences/Meetings – held before and after school and scheduled by the teacher and/or admin; parents/families have an opportunity to express concerns, needs, wants, interventions.</li> <li>▪ PTA – help/volunteers from parents/families; very involved in CES and inform parents/families through the website and Facebook; parents/families can attend PTA meetings, they also receive newsletters, can also help PTA by volunteering.</li> <li>▪ School Website – updated daily with information to inform parents/families about school, parents/families can see, comment by email.</li> <li>▪ Exit Tickets at events – giving feedback about what will be used and changed for the following events.</li> </ul>		
<p>♦ <b><i>Describe specific training activities (<u>at least all 6 from Title I Application PFE Plan</u>)</i></b></p> <p>1. Meet and Greet – provides parents/families with basic information about instructional programs and expectations, parents/families will learn about our title 1 programs, budget, tutors, etc. through a power point and pamphlet given. Teachers will present information about routines and procedures</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper  Printing  Postage  Toner  Ink  refreshments</p>



*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>of schoolwide expectations, including PBS.</p> <p>2. New Parent Coffee – New parents/families entering CES will meet other new parents/families to begin building partnerships, learn about programs available at CES including Voyager, My Reading Coach, tutors, Title 1 funding, community partnerships, uniforms and other pertinent information.</p> <p>3. Family Literacy Night – Parents/families and students will participate in fun activities that teach parents/families strategies that help them help their children at home with Reading and Writing skills/strategies aligned with the curriculum. Parents/families will additionally be given resources, such as websites/handouts to use at home. Exit Tickets will be given to evaluate the night’s activity.</p> <p>4. Family Math and Science Night – Students and parents/families will participate in fun Math and Science activities such as measurement, weight, seeds, (real world problem solving) that teach parents/families strategies that help them help their children at home. Parents must accompany the students to each activity/station. This is a hands on approach with the students and their parents. Websites and other information will be given to the parents/families to access at home. Exit Tickets will be given to evaluate the night’s activity.</p> <p>5. Test Taking Tips for Parents/families – Parents/families will be given information on the PARCC test, CCSS. They will get to look at examples of test questions, writing samples, rubrics and what is expected of all grade levels PK through 3<sup>rd</sup> grade.</p> <p>6. I Think I Can Home Learning – Parents/families will work with students at home doing fun learning activities to improve reading and math skills and learn</p>	<p>_____ Bond Money</p> <p>_____ Other</p>	
---	--	--

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>new strategies to help in the learning process. Parents/families will be at ease and students will have fun with parents/families (promote family time). Parents need to sign off documenting participation with their child. This has been already planned and centered around the time of year, but will change the time next year to make it earlier.</p>		
<p>◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky’s folders, communication binders, agendas, etc.</i></p> <ul style="list-style-type: none"> <li>◆ Teacher Web</li> <li>◆ Agendas for 3<sup>rd</sup> grade</li> <li>◆ School Website</li> <li>◆ Weekly Newsletter</li> <li>◆ Monthly events</li> <li>◆ Robo calls</li> <li>◆ Information board outside</li> <li>◆ Communication/Test folders for all students</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p><i>TEACHERWEB</i></p> <p><i>Agendas</i></p> <p><i>Test folders/Nicky’s Paper</i></p> <p><i>Ink</i></p> <p><i>Printing</i></p> <p><i>Toner</i></p>

<p><b>5. TRANSITION:</b> What activities are planned to transition incoming and outgoing students at your school? Be sure to list <b>at least one</b> for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <p>Meet and Greet –A few days before school starts students bring school supplies, meet their teacher, visit classrooms and receive beginning of the year information, as well as all aspects of the Title 1 program. Parents are made aware of academic expectations both at school and at home.</p> <p>Head Start Students and parents/families are invited to a guided tour of our campus at the end of the school year. Entering Kindergarten information is handed out as well as a brochure with an overview of our school is given.</p> <p>New Parent/family Coffee is planned before school begins to give parents/families information about the school, title 1, opportunities available, MHP, SAT, and assessment.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p> <p>Paper</p> <p>Printing</p> <p>Toner</p> <p>Postage</p> <p>Ink</p>
<p>Outgoing students</p>	<p><b>10. BUDGETS</b> used to support this activity:</p>	<p>Item(s) to be purchased to support this activity:</p>

*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>Third graders visit Pine View Middle School at the end of third grade. They walk through the school and meet the administrators. Parents are invited to the Middle School for an orientation.</p> <p>Kindergarten parents/families are invited to a T-1/First grade informational meeting at the end of the year to prepare for transition.</p>	<input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Paper Printing Toner Postage Ink
--	--	--

<b>6. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing student needs.</li> <li>•DIBELS is used to PM students for ELA.</li> <li>•MOY SLT Assessment in both ELA and math are used to PM student learning.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> Substitutes for PLC; Printing Paper Ink Toner Refreshments

<b>7. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.		
<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school’s MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Covington Elementary’s students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Item(s) to be purchased to support this activity:</p> MHP Salary and Benefits

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Melissa Eason, Kristy Winget) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Dawn Ferrara will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP, PARCC will also occur.</p>	<p><input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          *Monthly PBIS committee meetings.          *Fishing Celebrations monthly          *Positive Rewards - Caught Ya Slip, Broadcast, Parent/family Phone Calls, Broadcast Recognition,          *Fun Freaky Friday Celebration weekly          *RTI          *Check In – Check Out          *Guidance Counselor/MHP meets weekly with students          *Basketball Wednesday for 3<sup>rd</sup> grade          *School Skills Groups          *Fishing T-shirts          -An anti-bullying curriculum will be used along with other activities to further social interaction and positive behavior. There is a daily morning “broadcast” to promote positive behavior.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:          Paper          Printing          T-shirts          Refreshments          Candy          Stickers</p>
<p><b><u>Instructional Program Enhancements</u></b>  <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of</i></p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:          Personnel Salaries and benefits for 2 full time</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p><i>lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>4 Title 1 personnel are used to work individually and in small groups within the classroom in areas that have been identified as students weakness. The Title 1 personnel, one full time para in first (Pat Smith) and one full time in second grade (Tracy Doescher); 2 part time paras in third grade (Theresa Bubna and Dale Robertson), all of which support the teachers and students. They assess students, provide needed remediation and re-teaching, and collaborate with teachers and provide feedback. One of the paras monitors student progress and provides instruction in MRC. MRC facilitator (para) monitors Ticket to Read and collects data on student successes and shares with teachers.</p>	<p>___SRCL          ___Title II          ___LA4          ___IDEA          ___Title III          ___Bond Money          ___Other</p>	<p>and 2 half time paras:          Technology          Paper          Toner/Ink          Printing          MRC          Ticket to Read          Moby Max          AR</p>
<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How students are identified</i>  <i>2-How students are progress monitored</i>  <i>3-How is the tutoring program evaluated</i></p> <p>Based on teacher recommendation, observation and DIBELS scores – 3 tutors, one in first grade (Susan Stringer), one in second grade (Seleta Berlin) and one in Kindergarten (April Johnston)          *Students are identified through:          teacher made assessments,          parish wide assessments          teacher observations and recommendations          Dibels Assessment          Parent/family Input          *Students that are identified intensive on the DIBELS screening are progress monitored by classroom teachers and paras.          *The Title 1 paras and the tutoring program are evaluated using the District Developed Title 1 Evaluation Spreadsheet based on DIBELS.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___X Title I          ___XGFF          ___SRCL          ___Title II          ___LA4          ___IDEA          ___Title III          ___Bond Money          ___Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and Benefits for 3, 20 hour @week,          Tutors          Substitutes for teachers that are assessing DIBELS          Supplies and Materials          Voyager Materials</p>
<p><b><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How students are identified</i></p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___X Title I</p>	<p>Item(s) to be purchased to support this activity:          Salaries and Benefits for</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>2-How students are progress monitored  3-How is the tutoring program evaluated  Our Helping Hands Tutor is April Johnston. (K)  *Students identified as Intensive on DIBELS will be pulled into small groups for tutoring.  *The Helping Hands program will be evaluated using the District Developed Spreadsheet based on DIBELS. DIBELS scores will be entered BOY, MOY and EOY to determine growth and effectiveness of the program.</p>	<p><input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>tutors  Supplies and materials  Voyager materials</p>
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b><u>General Technology</u></b> to increase engagement we purchas and use:  Activboards, Votes, Expressions, ipods, computers, printers, laptops, ink, etc...Students will use a variety of technological resources included classroom computers, laptops, promethean boards, document cameras, as well as resources such as Ticket to Read, Moby Max, Teacher Web</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Computers, monitors, activboards and installation, Ticket to Read, Moby Math, Teacher Web, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  List programs and describe how students are selected and monitored for each program listed.  Students are identified through:  teacher made assessments,  parish wide assessments teacher observations and recommendations;  <b>Moby Max</b> – all students use this program for extra help in Math - Student placement and progress are monitored by classroom teacher who is highly qualified, Students will be monitored by placement test in BOY to EOY on “Math” component of Moby Max. Students will show a 1 year increase from the BOY to EOY placement test.  <b>Ticket to Read</b> This is a fun, hands on computer program based on reading level the students can play at school or at home. This is for all students high or low; this will be monitored monthly and evaluated by the number of lessons completed from</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Technology Equipment:  Computers, document cameras, laptops, printers, brackets to mount projectors on ceiling, Ticket to Read, My Reading Coach, Teacher Web, Earobics, Brainpop Jr., Moby Max, Ipods, Interactive PB, ink, toner, pens Accelerated Reader</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>the beginning of the year to the end of the year based on the TTR summary report.</p> <p><b>Accelerated Reader:</b>  AR is based on the STAR reading assessment. Every student uses AR as a reading intervention. A quarterly goal is given to each student every quarter to reach. This is based on the students’ individual STAR report which gives a reading level. Students read books on their level and take comprehension tests based on the book. Each 9 weeks, a report can be run – the results will be evaluated by beginning of the year STAR level to end of the year STAR level to show progress.</p> <p><b>My Reading Coach</b>, this phonics, comprehension computer program is used to target our high average to high students in 2<sup>nd</sup> grade.  *Students are recommended based on their BOY DIBELS scores, STAR scores, and the My Reading Coach placement test.  *Students participate in the program all year or until completion of all levels. (certificate)  *Final evaluation of the program will be scored using the District Developed Spreadsheet based on DIBELS BOY, MOY, and EOY results will be posted.</p>		
<p><b><u>Special Education Subgroup Data</u></b>  <b><u>MATH</u></b>  Students with Disabilities – from 42.9% to 50.0% proficient – increase  Economically Disadvantaged – 76.7% to 77.2% - increase  <b><u>ELA</u></b>  Students with Disabilities – from 35.7% to 36.4% - increase  Economically Disadvantaged – from to 74.3% to 66.3% decrease</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  <u> X </u> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:  Thera-bands</p>
<p><b><u>Special Education Program Design</u></b>  <i>Answers ranged from total Inclusion to total resource.</i>  <i>Any answer given here must first cite the SWD subgroup data as a basis for the design of your</i></p>	<p><b>10. BUDGETS</b> used to support this activity:  <u> X </u> Title I  <u> X </u> GFF  ___ SRCL</p>	<p>Item(s) to be purchased to support this activity:  Books on co-teaching</p>

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p><i>program. For example—This year we had a large number of higher performing students, so we expanded the size of our inclusion program. OR This year we have a large population of moderate students who are mostly self-contained.</i></p> <p>This year we have a smaller third grade group of SWD. Most of the students participate in resource class with inclusion. Pre-k and Kindergarten students participate in inclusion for all subjects.</p> <p>First and second grade SWD are a mixture of resource, self-contained and full inclusion.</p>	<p><input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p><b><u>Curriculum Enhancements</u></b></p> <p>-Field trips and buses for each grade level (one trip admission per grade level). These field trips will enhance the curriculum by students being able to see real-world examples of things learned and talked about at school. Students learn about habitats, so they attend the zoo fieldtrip; students learn about Louisiana, so they attend the Honey Island Swamp tour; students learn about pumpkins and farming, so they go to the Pumpkin Patch and Global Wildlife farm.</p> <p>-books for book studies in PLC; “6 minute solutions” and “Performance Coach” which help tremendously with fluency and ELA skills. “Co-teaching”, helps in PLCs with my co-teachers in regular ed and sped to help with student needs.</p> <p>-morning meeting (The Morning Meeting book), which collaborates unity and belonging within the school community.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Admission costs and bus costs for field trips;  Books for faculty book studies</p>

<p><b>8. COORDINATION OF PROGRAMS</b></p>		
<ul style="list-style-type: none"> <li>•McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school</li> </ul>



**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<ul style="list-style-type: none"> <li>• Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>• Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>• Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents/families.</li> <li>• Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons, which we have and send students to.</li> </ul>	<p style="text-align: center;"> <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other         </p>	<p style="text-align: center;">fees</p> <ul style="list-style-type: none"> <li>• MHP services</li> <li>• Community Resource Connections</li> <li>• Meals</li> <li>• Services of the LEP para and LEP tutor</li> </ul>
--	---	---

**9. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?**

<p>The Title I Committee meets and discusses all of the following:  <u><b>For each section below , be sure to include:</b></u></p> <ul style="list-style-type: none"> <li>◆ <i>what data will be collected,</i></li> <li>◆ <i>who is responsible for collecting the data,</i></li> <li>◆ <i>when will it be collected,</i></li> <li>◆ <i>how will it be manipulated and</i></li> <li>◆ <i>who will write the final report.</i> <ul style="list-style-type: none"> <li>• The school’s performance on standardized test scores/ DIBELS scores</li> </ul> </li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other         </p>	<p>Item(s) to be purchased to support this activity:</p> <p>NNPS  Salaries and Benefits for Title 1 personnel</p> <p>PD for teachers  DIBELS next training, technology integration, training, writing and CCSS.  Subs for PLCs  Salary and benefits for MHP</p>
<p><u><b>Tutoring Programs</b></u></p> <p><b>Ticket to Read program – All students are involved in the Ticket To Read program here at CES.</b></p> <ul style="list-style-type: none"> <li>• All Students are involved in TICKET TO READ (grades K, 1 and 2) and will be entered on a spreadsheet (reports printed) DIBELS spreadsheet by Ms. Doescher.</li> <li>• 94% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> </ul>		

*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<ul style="list-style-type: none"> <li>•The district developed template will be used to calculate effectiveness of these programs.)</li> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>•Percent success will be reported by grade and overall for program.</li> <li>•The reports will be collected by the administration who will write the final report.</li> </ul> <p><b>MRC Program –2<sup>nd</sup> grade students-at least Benchmark-DOESCHER</b></p> <ul style="list-style-type: none"> <li>•This phonics comprehension computer program is used to target our high average – high student in 2<sup>nd</sup> grade.</li> <li>•Students are recommended based on their BOY DIBELS scores, STAR scores and the My Reading Coach placement test.</li> <li>•Students participate in the program all year or until completion of all levels, which are identified by a medal and certificate.</li> <li>•Final evaluation of the program will be scored using the District Approved Spreadsheet DIBELS BOY, MOY and EOY will be used.</li> <li>• The district developed template will be used to calculate effectiveness of these programs.)</li> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students</li> </ul>		
---	--	--

*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</p> <ul style="list-style-type: none"> <li>●Percent success will be reported by grade and overall for program.</li> </ul> <p><b>Tutoring in Kindergarten –Johnston</b></p> <ul style="list-style-type: none"> <li>●One part time tutor is used in Kindergarten for intensive phonics instruction.</li> <li>●Students identified as intensive on DIBELS will be pulled into small groups for tutoring.</li> <li>●The Helping Hands program will be evaluated using the District developed spreadsheet. DIBELS scores will be entered BOY, MOY and EOY to determine growth and effectiveness of the program.</li> <li>●The students in this tutoring program (DIBELS Intensive) will be entered on a spreadsheet by the tutors.</li> <li>●50% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY. *We feel as this is a reasonable goal b/c the year before was significantly lower).</li> <li>●The district developed template will be used to calculate effectiveness of these programs.)</li> <li>●DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>●Student additions to the program will be entered according to written directions.</li> <li>●At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>●Percent success will be reported by grade and overall for program.</li> <li>●The reports will be collected by the administration who will write the final</li> </ul>		
---	--	--

*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>report.</p> <p><b>Voyager Program – Seleta Berlin and Susan Stringer-</b></p> <ul style="list-style-type: none"> <li>•Students in first and second grades are selected for the Voyager tutoring program based upon their BOY DIBELS Composite (intensive/strategic)</li> <li>•Tutors are responsible for making spreadsheets of student names</li> <li>• 83% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> <li>•The district developed template will be used to calculate effectiveness of these programs.)</li> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>•Percent success will be reported by grade and overall for program.</li> </ul> <p><b>Tutors (full time) – 1 full time, Pat Smith works with students in the range of high intensive to low strategic scores in BOY DIBELS.</b></p> <ul style="list-style-type: none"> <li>•This is based on all aspects of the DIBELS components. (composite)</li> <li>•Pat Smith 1<sup>st</sup> grade strategic to lower benchmark students based upon BOY DIBELS scores.</li> <li>•Tutors are responsible for making spreadsheets of student names</li> <li>• 83%of students in tutoring programs will</li> </ul>		
---	--	--

*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>“lessen the achievement gap” BOY to MOY or BOY to EOY.</p> <ul style="list-style-type: none"> <li>•The district developed template will be used to calculate effectiveness of these programs.)</li> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>•Percent success will be reported by grade and overall for program.</li> </ul> <p><b>Tutors (part time) 2 part time – Dale Robertson and Theresa Bubna –work with the students in the range of high intensive to low strategic scores in BOY DIBELS.</b></p> <ul style="list-style-type: none"> <li>•Dale Robertson-3<sup>rd</sup> grade works with the intensive students with Project Read based on DIBELS scores,</li> <li>•Theresa Bubna-3<sup>rd</sup> grade works with the intensive students with Project Read based on DIBELS scores.</li> <li>•A student will be considered successful in the program if they close their achievement GAP.</li> <li>•85% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> <li>•The district developed template will be used to calculate effectiveness of these programs.)</li> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> </ul>		
--	--	--

*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<ul style="list-style-type: none"> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>•Percent success will be reported by grade and overall for program.</li> <li>•This report will be given to the administration that will write the final evaluation for the tutoring program and submit it to the administration by the last week of school.</li> </ul>		
<p><b>Accelerated Reader-</b></p> <ul style="list-style-type: none"> <li>•The STAR Growth Report will be printed for students in 2<sup>nd</sup> and 3<sup>rd</sup> grades by Ms. Hicks.</li> <li>•Students making .7 year growth will be considered successful and given a “1”.</li> <li>•Others will receive a “0”</li> <li>•The percentage success will be calculated.</li> <li>•The program goal is the 70% success rate.</li> <li>•The data will be given to the administration who will write the final report at the end of the school year.</li> </ul>		
<p><b>MobyMAX</b></p> <ul style="list-style-type: none"> <li>•Students in 1<sup>st</sup>-3<sup>rd</sup> grade are assigned to the program for use in centers.</li> <li>•Each teacher will keep a list of students</li> <li>•Students in the program will be tracked by the Placement test at BOY and Placement test at the EOY.</li> <li>•Students will work under the “Math” tab and will take a Placement test at the beginning of the year, which will be compared to the placement test at the end of the year to get 1 year’s growth in May of 2017.</li> <li>•Beginning GE will be subtracted from</li> </ul>		

*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>ending GE.</p> <ul style="list-style-type: none"> <li>•Students making a minimum of 1 year’s growth will score a “1” and other a “0”</li> <li>•Class lists will be given to the Title I para for compilation</li> <li>•Program goal is for 70% of the students to be successful.</li> </ul>		
<p><b>Field Trips</b></p> <ul style="list-style-type: none"> <li>•We will keep a count of the number of students not attending each field trip.</li> <li>•If there is an increase in the number of students not attending from year to year, we will revisit the amount reserved for this enhancement to make sure all students can participate.</li> </ul>		
<p><b><u>Parent/Family Engagement</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <ul style="list-style-type: none"> <li>-The Title 1 school committee will review the Title 1 Parent/family Survey results to determine if the goal of 95% Parent/family awareness of the Title I program at the school.</li> <li>-Administration will be responsible for collecting and analyzing the data.</li> <li>-Committee will meet and evaluate attendance numbers at events to see what time/topics draw the largest groups of parents/families. The report will be written by the Title 1 committee by the end of the school year.</li> <li>-Review the NNPS plan</li> <li>-After each Parent/Family Engagement activity, the Title 1 committee will look through the exit tickets to see what needs improvement and what we did well. The person responsible for this will be administration. When we receive the Parent/family Survey results in April, we will meet as a</li> </ul>		

**Covington Elementary**  
**PK – 3<sup>rd</sup> Grade**  
**Melissa Eason**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<p>committee to see how to mold our 2017-2018 PFE program.</p>		
<p><b><u>MHP Evaluation Form</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  The MHP will collect and compile the data into a spreadsheet and the principal will write the final report.</p> <ul style="list-style-type: none"> <li>•The goal of the MHP is to decrease referrals and show academic improvement for students involved in the program at 70% using the scoring method described below.</li> <li>•The MHP will complete the STPSB 2016-2017 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to the administration no later than 1 day after the end of the third nine week period.</li> <li>•Student can earn up to two points, 1 for improved academics (ELA and math) and 1 for decrease in referrals as year progresses.</li> <li>•The total number of points are tallied and divided by two times the number of students to get the percent success.</li> <li>•Programs will be considered successful if the program has a 70% success rate.</li> </ul>		
<p><b><u>Professional Development</u></b>  The data will be compiled at the end of the year by individual teachers and submitted to the administration for final evaluation.</p> <ul style="list-style-type: none"> <li>•The professional development program will be evaluated using SLT data.</li> <li>•<b>All teachers</b> participating in the PD program will be required to keep a spreadsheet with each students' EOY benchmark results in ELA and Math.</li> <li>• Students meeting their learning target will be considered successful and given a "1". Those not reaching their target will get a "0".</li> </ul>		



*Covington Elementary*  
*PK – 3<sup>rd</sup> Grade*  
*Melissa Eason*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

<ul style="list-style-type: none"> <li>•A percentage of successful students will be determined for each teacher.</li> <li>•These spreadsheets will be submitted to the administration who will enter the % success for each teacher for each SLT on her spreadsheet.</li> <li>•Teachers with a 70% success rate will be given a “1” and others will receive a “0”.</li> <li>•The total number of points will be divided by twice the number of teachers to get the percent success rate for the program.</li> <li>•The goal is for a 90% success rate.</li> <li>•The administration will write the final evaluation paragraph for the PD program.</li> </ul>		
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?          After the final evaluation is completed, the principal will report the results to the faculty at the final Faculty meeting of the school year.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS/FAMILIES</u></b>?          The information is relayed to the parents/families at many parent activities/nights; Meet and Greet (where we show the Title 1 DVD, ppt. of Title 1 program), Parent/family coffee, family nights, newsletters, PTA Meetings and other events by administration.          The way the funds are spent for the 2016-2017 school year should reflect the successes and refinements needed as a result of the 2015-2016 evaluation.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

***Covington Elementary***  
***PK – 3<sup>rd</sup> Grade***  
***Melissa Eason***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

**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 subgroup 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, which should include the following data analysis information:
    - Data Triangulation
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional development components aligned with assessed needs
  - Plans for transitioning preschool children to local elementary school programs
  - Family and community engagement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget
  - An 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's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date