

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Covington Elementary



St. Tammany Parish Public Schools

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

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
1st grade consistently increased benchmark scores for the past two years; 2015-2016 13%; 2016-2017 8% (by decreasing intensive scores)	4 out of the 5 years, Kindergarten and 2nd grade decreased in benchmark from Fall to Spring. (Kindergarten - 12/13 -12; 13/14 -17; 14/15 -16; 16/17 -8) (2nd grade - 12/13 -5; 13/14 -10; 14-15 -8; 16-17 -7) For the past 5 years, 3rd grade has decreased in benchmark from Fall to Spring. 12/13 -4; 13/14 -16; 14/15 -8; 15-16 -6; 16/17 -9
No strength noted in CRT Assessment Index.	CRT Assessment Index scores consistently declined the past 2 years. 2015-2016 95.5; 2016-2017 90.8
From 2015-2016 to 2016-2017, ELA increased from 87.7 to 97.3 for a total increase of 9.6 points. From 2015-2016 to 2016-2017, Science increased from 92.8 to 94.5 for total increase of 1.7 points.	From 2014-2015 to 2015-2016, Social Studies increased from 100.2 to 103.1 for a total of 2.9 points. However, from 2015-2016 to 2016-2017 there was a sharp decline from 103.1 to 69.7 for a total decline of 33.4 points. From 2015-2016 to 2016-2017, Math decreased from 99.6 to 93.0 for a total decline of 6.6.
3rd grade ELA subclaims greatest strengths are in Literary and Information Text at 79% proficient in each. 3rd grade Math subclaims greatest strength is in Major Content at 82% proficient.	3rd grade ELA subclaim with the greatest weakness is Written Expression at 50% proficient. 3rd grade Math subclaim with the greatest weakness is Additional & Supporting Content at 64% proficient.
3rd grade ELA subclaims greatest strengths are in Literary and Information Text at 79% proficient in each. 3rd grade Math subclaims greatest strength is in Major Content at 82% proficient.	Social Studies declined by 33.4 points from 15-16 to 16-17. 3rd grade ELA subclaim with the greatest weakness is Written Expression at 50% proficient. 3rd grade Math subclaim with the greatest weakness is Additional & Supporting Content at 64% proficient.
The White subgroup has had the highest percent proficiency in ELA and Math for the past 4 years. (13/14 - ELA 86.9 Math 85.7); (14/15 ELA 90.5 Math 86.5); (15/16 ELA 79.7 Math 84.8); (16/17 ELA 86.7 Math 85.3)	SWD subgroup has had the lowest percent proficiency in ELA & Math for the past 5 years; however, there is a strong trend of increases over the past 4 years. (12/13 - ELA 39.1 Math 39.1); (13/14 - ELA 26.7 Math 34.5); (14/15 ELA 35.7 Math 42.9); (15/16 ELA 36.4 Math 50.0); (16/17 ELA 76.9 Math 57.7)
SWD subgroup is the lowest percent proficient in ELA and Math. ELA - 2013/14 27.6; 14/15 35.7; 15/16 36.4; 16/17 76.9; Math - 2013/14 34.5; 14/15 42.9; However, There is a 4 year trend in scores of SWD steadily increasing in ELA and Math.	Black subgroup Math scores have had a 2 year trend of declining percent proficient (14/15 83.3; 15/16 69.0; 16/17 68.8). Whole school Math scores have had a 2 year trend of declining percent proficient (14/15 82.5; 15/16 80.3; 16/17 79.5).

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<p>Whole school ELA achievement gap has decreased for past 3 years. (1.4 from 10.2 to 8.8 in 2013/14 - 2014/15; decreased 2.1 from 8.8 to 6.7 in 2014/15 to 2015/16; decreased 3.6 from 6.7 to 3.1 in 2015/16 to 2016/17). ED ELA achievement gap decreased for past 3 years. (2.8 from 16.2 to 13.4 in 2014/15 to 2015/16; decreased 8.9 from 13.4 to 4.5 in 2015/16 to 2016/17). SWD ELA & Math achievement gap decreased for four years straight - 2013/14 to 2014/15 from 59.3 to 54.8 for a total of 4.3 and from 14/15 and 15/16 54.8 to 43.3 for a total decrease of 11.5; 15/16 to 16/17 from 43.3 to 9.8 for a total of 33.5.</p>	<p>There are no subgroups and subject areas where the achievement gap shows an increasing trend for two or more years consecutively.</p>
<p>Math has had a 3 year trend as the highest subject area percent proficient excluding the 16/17 school year when ELA was the lowest.</p>	<p>ELA has had a 3 year trend as the lowest subject area percent proficient excluding the 16/17 school year when math was the lowest.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. From Spring 2017 to Spring 2018, the students in the subgroup “Students with Disabilities” for the Whole School will increase their Assessment Index score by at least 10 points from 65.3 to a 75.3 on LEAP.</p>	
<p>2. K-2nd grade students will increase reading achievement by increasing the percentage of students scoring at or above Benchmark on DIBELS Next by 10% from Fall 2017 to Spring 2018 as follows: K – 46% to 56%; 1st – 41% to 51%; 2nd – 79% to 89%.</p>	
<p>3. From Spring 2017 to Spring 2018, the percentage of third grade students will increase the percentage achieving mastery and above by 15% in the “Written Expression” subclaim in ELA on LEAP. 3rd grade – 13% to 28% mastery and above.</p>	
<p>4. From Spring 2017 to Spring 2018, the percentage of third grade student will increase the percentage achieving mastery and above by 10% in “Additional and Supporting Content” subclaim in Math on LEAP. 3rd grade – from 41% to 51% mastery and above.</p>	
<p>5.</p>	

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2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Title 1 Spring Survey – SIP committee reviewed results from Spring 2017 parent survey and used the information to create 2017-2018 SIP and will use Spring 2018 survey as the effectiveness measure to Parent/Family Engagement • PTA meetings – SIP will be shared and feedback will be obtained prior to submission • At least one parent is on SIP/Title 1 committee, Parental Involvement committee • Website – Email link is provided in order for parents to given on-going feedback on SIP plan as well as assist in achieving goals of the plan • Parent events – educate parents on the strategies used to achieve the goals in the SIP plan • Will share completed effectiveness results at Math/Science Night at end of the year and complete effectiveness results at the first Parent/Family Activity of 2018-2019 after State scores have been received 	<p>Goal(s): Goals 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Postage, copy paper, pens, markers, food for family night activities, books, Family Night Chair stipend, School Web Site, Ink Cartridges, toner, lamination film, projectors, ELMOs, parent resource center kits, etc.</p>	<p>Effectiveness Measure: Spring 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • SIP/Title 1 committee members – assist in creation of SIP and planning of Parent/Family activities • PTA meetings – Administration discusses on-going school decisions and makes time to listen to input from parents at every meeting • PTA Board meeting with administration – administration discusses on-going school decisions and gets input from board regularly • Parent/teacher conferences – teachers get feedback on homework/assessments being sent home being helpful in assisting the student • Comment box to principal on school website for questions/concerns/input • Family Involvement - Ticket out the Doors 	<p>Goal(s): Goals 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Postage, copy paper, pens, markers, ink cartridges, toner, lamination film</p>	<p>Effectiveness Measure: Spring 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Parent Coffee (August 17, 2017) – Administration discusses yearly goals and expectations of each grade level • Open House (September 6, 2017) – Important dates and classroom routines about curriculum and assessments are shared as well as interventions and additional personnel that are available to help struggling students • School Website – SIP, Title 1 Informational video, helpful curriculum links, information about state testing is posted • Student Progress Center is online for parents to view up-to-date student grades and assignments • Robo calls – promote Family Nights/Activities that are related to the goals of the school • Notices home – reminders of Family Nights/Activities that are related to the goals of the school 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Postage, copy paper, pens, markers, ink cartridges, toner, lamination film</p>	<p>Effectiveness Measure: Spring 2018 Parent survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Teacher websites/newsletters – Every teacher sends home a weekly newsletter and updates teacher website weekly to keep parents informed of weekly skills, activities • Teacher conferences – on an as needed basis with students that may be struggling academically/behaviorally in the classroom • 3rd grade Test Taking Night - Parents will be informed of all standards to enhance their awareness of students’ expectations for upcoming standardized tests. Parents will learn parenting tips that are necessary to ensure student success before and after standardized testing. • Life after Kindergarten/T-1 meeting – Transitional First Grade and 1st grade curriculum are discussed and explained to parents of students exiting Kindergarten. • Parent Communication Folders – sent home weekly with each student which consists of a weekly newsletter, homework assignments, graded papers and other pertinent information regarding the classroom and school as a whole 				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): Goals 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Postage, copy paper, pens, markers, ink cartridges, toner, lamination film</p>	<p>Effectiveness Measure: Spring 2018 Parent survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): Goals 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> Other 	<p>Items Needed: Postage, copy paper, pens, markers, ink cartridges, toner, lamination film</p>	<p>Effectiveness Measure: Spring 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p><i>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.</i></p>				
<p>Parent Family Engagement Activity 1: Literacy Night – focused on writing</p> <ul style="list-style-type: none"> Parents will be informed of the RAPS strategy Parents will learn about the writing rubric used at the school. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Postage, copy paper, pens, markers, food for family night activities, books, Family Night Chair</p>	<p>Effectiveness Measure: 2018 Parent survey</p>

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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"/> Other	stipend, Teacher Web, Ink Cartridges, toner, lamination film, binders, chart paper	Effectiveness Results:
Parent Family Engagement Activity 2: Math/Science Night <ul style="list-style-type: none"> Parents will be informed of math strategies that address state standards through completing activities and experiments with their child. Parents will learn about science standards, through completing activities and experiments with their child. 	Goal(s): 1, 2, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Postage, copy paper, pens, markers, food for family night activities, books, Family Night Chair stipend, Teacher Web, Ink Cartridges, toner, lamination film, binders, chart paper	Effectiveness Measure: Spring 2018 Parent survey <hr/> Effectiveness Results:
Parent Family Engagement Activity 3: Test Taking Tips <ul style="list-style-type: none"> Parents will be informed of all standards needed to enhance their awareness of students' expectations for upcoming standardized tests. Standards will be shown and handed out to parents at this meeting Parents will learn parenting tips that are necessary to ensure student success before and after standardized testing; examples include getting a good night's sleep, eating a good breakfast – which all encompass a focus on academic achievement. Tips will also include websites and other literature can give them needed information in order to help their child 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Postage, copy paper, pens, markers, food for family night activities, books, Family Night Chair stipend, Teacher Web, Ink Cartridges, toner, lamination film, binders, chart paper	Effectiveness Measure: Spring 2018 Parent survey <hr/> Effectiveness Results:

3. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • ELA -Guaranteed Curriculum – teachers use as guide -Guidebooks 2.0 - 3rd grade is completing “Because of Winn Dixie during the 3rd 9 weeks. -Guided Reading – all grades participate in guided reading groups during ELA time; approximately 45 minutes a day working with leveled readers/books -Interactive Read-Alouds – Kindergarten participates in this during ELA time.; shared reading daily about 10 minutes/day -Interactive Writing – Kindergarten participates in this during ELA times; writing together – interactive between teacher and child, about 10 minutes/day– which then leads into independent journal writing for the students -RAPS – ELA strategy implemented school wide to help with responding to text. (RA – in K-1st); (RAPS – in 2nd, 3rd) RAP means to Restate, Answer, Prove, Sum it Up -Writing Throughout CES – all grade levels write on the same topic weekly; this is for students to have a love for 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Books needed for Guidebook implementation, computers, promethean boards, projectors, bulbs, ELMOs, copy paper, printers, ink, lamination, pencils, Big Books for K, manipulatives for math; binders, chart paper; Helping Hands salary and benefits; Instructional Aides salary and benefits</p>	<p>Effectiveness Measure: LEAP -Guidebooks 2.0 -RAPS Strategy -Helping Hands</p> <hr/> <p>Effectiveness Results:</p>

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<p>writing – quick “journal type” writings that focus on correct sentence structure, punctuation, capitalization, etc. All writings are posted outside classrooms, however one student from each grade is chosen as the “showcase” writer and is displayed on the Writing Throughout CES wall</p> <p>-Ticket to Read – reading comprehension program used by students at school and home (K-3rd grade); used during station time, at least twice a week for about 15 minutes/day</p> <p>-2 instructional aides – (3rd grade) - 30 minutes push ins with 4 classes for reading interventions every day (vocabulary, fluency, comprehension and story elements – small group).</p> <ul style="list-style-type: none">• MATH -3 instructional aides and 1 Helping Hands – 1 hour of push in instruction in Math every day; all spend 1 hour each in a 2nd grade classroom and assisting students in small groups on math skills for the week based on teacher lesson plans and instruction Math Models – all grade levels are using strategies, such as anchor charts and manipulatives that reflect the state standards on a daily basis. -Math fluency/sprints – implemented school wide with all grade levels daily, for usually one minute• ALL SUBJECTS -Transitional First Grade – we have one Transitional 1st grade classroom with 14 students; determined by Kindergarten teachers using a Transitional First Grade Checklist, parent consent and at times, parent requested -Brain Pop – website that encompasses all subjects that teachers use as a tool to enhance state standards and keep students engaged through short videos and quizzes about				
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<p>specific topics and skills; to ensure use, teachers’ lesson plans will depict this</p> <p>-Administrator walk-throughs – administrators walk through teacher classrooms observing student learning; a checklist/rubric is used to evaluate (student engagement, instructional outcomes, questioning, discussion, assessment) and feedback is provided to the teacher verbally or by email</p> <p>**All of the above are used to help support our subgroup goal for Students with Disabilities</p>				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Common weekly assessments – given by all teachers in 1st – 3rd grades in ELA and Math once a week and turned into Principal. Assessments in ELA are the reading comprehension/skills test; Math is the weekly skill; data is analyzed in weekly grade level meetings and monthly PLCs. • Unit Pre-and Post-Tests – given by teachers at the beginning and ending of each unit, some from the Guaranteed Curriculum and some teacher made; data is analyzed in weekly grade level meetings and monthly PLCs • LEAP 360 – Beginning of the year Math and ELA Diagnostic Assessment given to measure student readiness and growth in 3rd grade; results are analyzed and put into spreadsheet data which is used for the teacher’s overall evaluation tool – SLT (student learning targets) - same assessment is then given at the end of the year to measure student growth • LEAP 2025 – end of year state assessment (standardized test) given to 3rd grade students.; results are analyzed by teachers, which in turn help them plan for the next year • DIBELS – Dynamic Indicators of Basic Early Literacy Skills – set of procedures and measures for assessing the acquisition of early literacy skills from K-3 – completed 3 times a year; progress monitoring the intensive students between each of the 3 dates given; data is analyzed by each 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copy paper, weekly assessments, SLTs, tablets</p>	<p>Effectiveness Measure: LEAP DIBELS Owl assessments My teaching strategies check points</p> <hr/> <p>Effectiveness Results:</p>

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<p>teacher in weekly grade level meetings, PLCs, which in turn determine BURST groups, small reading groups, etc.</p> <ul style="list-style-type: none"> • DRDP – (Desired Results Development Profile) - assessment given to Kindergarten students at beginning of the year and end of the year to measure student readiness and growth; results are analyzed and put into spreadsheet data which is used for the teacher’s overall evaluation tool – SLT (student learning targets) – same assessment is then given at the end of the year to measure student growth • Owl assessments in Pre-Kindergarten; curriculum based assessments • My Teaching Strategies for PK – this is teacher documentation entered into a computer program – Documentation could be anecdotal notes, checklists, student work, or pictures of student work. There are 35 objectives, and one piece of documentation for every objective for every student must be entered into this program 3 times a year • SLTs – Student Learning Targets – given twice a year (beginning and end) to measure student growth in Pre-K through 3rd grades; results are analyzed and put into spreadsheet data which is used for the teacher’s overall evaluation tool – same assessment is then given at the end of the year to measure student growth 				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students that score below benchmark or well below benchmark intensive on DIBELS are chosen to participate in school and classroom interventions in K-3 	<p>Goal(s): 1, 2, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: DIBELS results</p>	<p>Effectiveness Measure: DIBELS effectiveness chart</p>

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<ul style="list-style-type: none"> Individual classroom teachers analyze the data and group their students accordingly 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Opportunities and Interventions for Students in Need:</p> <p>ELA:</p> <ul style="list-style-type: none"> BURST Intervention Lessons – Kindergarten 8:30-9:30 every day; 1st grade 10:00 – 11:00 every day. Intervention lessons provided by teachers, 4 instructional aides and 1 Helping Hands 2 instructional aides for 45 minute intervals push-in (small groups) for Reading intervention daily in 4 third grade classes/each instructional aide DIBELS progress monitoring after receiving 10 days of interventions for all students below benchmark (strategic and intensive) <p>Math:</p> <ul style="list-style-type: none"> Push-In intervention – 4 instructional aides for 1 hour intervals daily providing intervention for students in Math; The aides collaborate with teachers and are instructed to help with small groups of students during station time. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: BURST, Helping Hands salary and benefits; Instructional Aides salary and benefits, Kits, tablets	Effectiveness Measure: ELA – DIBELS Math – SLTs <hr/> Effectiveness Results:
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> TAT – (Teacher Assistance Team) – once a week. Teacher, Guidance Counselor and TRT express concerns for student success, completed before SAT; students are referred by the teacher on a child have academic/behavioral concerns; 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed:	Effectiveness Measure: DIBELS, TAT and SAT checklist, IEP if warranted

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<p>TAT discusses concerns and come up with interventions for the teacher to begin using in the classroom – this process is put into place for 4 weeks, TAT comes back to discuss progress, or lack of, if successful – continue with interventions; if unsuccessful after 4 weeks, child is referred to SAT</p> <ul style="list-style-type: none"> • SAT – (Student Assistance Team) – once a week. Parents/families, teacher, speech teacher, guidance counselor, sped. Coordinator, pupil appraisal representative meet to express concerns and interventions needed to ensure student success; students are referred to SAT after TAT has been proven unsuccessful for 4 weeks; TAT team refers to SAT • IEP – (Individualized Education Program) – if at SAT an evaluation is submitted and proves a disability is present, the IEP team, consisting of teacher, sped teacher, Guidance Counselor, Special Education Coordinator, pupil appraisal representative and family agree to an IEP for the child. 		<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"/> Other		<p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> • 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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • LEP teacher – Ginger Finley; serves Kindergarten – 3rd grade students pushes into classrooms, 5 days a week following teacher objectives, supporting students and administering the Fast Forward computer program (2 students/30 minutes/day - all depending on the independent need/level of the child). 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" 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"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of goals, evaluation program handouts</p> <hr/> <p>Effectiveness Results:</p>

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Inclusion/co-teaching – special education students are included within the regular classroom setting; these classrooms have a regular education teacher/special education teacher instructing and a paraprofessional assisting with instruction. • Book Study – 1 time a month – “Co-Teaching that Works” with Kim Thomas with all regular education/special education teachers that co-teach together • This is a great program to help with our subgroup goal for Students with Disabilities 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of goals, evaluation program handouts</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • STAIR program – Start the Adventure in Reading; volunteers administer after school tutoring for students needed additional reading support; students are recommended for the program by receiving a score of 20-48 on DIBELS (words correct score) and with parent consent; there are only 6 spots, so they are picked from the lowest; the program starts in October and runs through May; takes place after school from 3:45-5:15 • Gifted enrichment program – enrichment lessons given to qualified K-3 students; part-time teacher • Fieldtrips – enhancing the curriculum by students being able to see real world examples of things learned and talked about within the classroom; fieldtrips include The Audubon Zoo, Honey Island Swamp, Discovery Center, City Hall, State Capitol, Pumpkin Patch 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Materials for gifted enrichment lessons; permission slips</p>	<p>Effectiveness Measure: Attainment of Goals, evaluation program handout</p> <hr/> <p>Effectiveness Results:</p>

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<i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Outcome measures for MHPs chart</p> <hr/> <p>Effectiveness Results:</p>
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Monthly PBIS committee meetings Fishing powerpoints Fishing Celebrations monthly Fun Freaky Friday weekly RTI (response to intervention) Check-In/Check-Out Character Traits - ppts/lessons – implemented by Guidance Counselor, which changes monthly Buddy Bench in effect on playground Bullying – Bystander Revolution Shoot for Success (3rd grade basketball – once a week <p>Positive rewards</p> <ul style="list-style-type: none"> Caught ya slips Announcements Parent/family phone calls Postcards sent home Fishing T-shirts 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Caught ya slips Post cards t-shirts ring pops character trait posters, lessons, ppts Bullying posters, ppts, lessons.</p>	<p>Effectiveness Measure: Completion of activities, self reflection of activities.</p> <hr/> <p>Effectiveness Results:</p>

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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 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 a separate orientation. • Kindergarten parents/families are invited to a T-1/First Grade informational meeting at the end of the year to prepare for transition. • Pre-Kindergarten parents are invited to a Pre-K orientation before school starts to get acquainted with classroom and teacher. • All students PK-3rd are invited to a “Meet and Greet” before school starts to meet the teacher, classroom and bring school supplies. • Head Start Children beginning Kindergarten are given a tour of the school before enrolling. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> Copy paper, postage, envelopes, buses, permission slips	<p>Effectiveness Measure:</p> Completion of activities, self-reflection of activities. <hr/> <p>Effectiveness Results:</p>
High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Each grade level (K-3) (including special education teachers) meets once a month for an ELA PLC and once a month for a Math PLC. (1.5 hours each time) • Facilitated by an Instructional Coach, Jamie Straughan • ELA – focused on writing (RAPS) (state Rubric) and common assessments • Math – focused on common assessments and strategies, pacing (all correlate to standards) 	<p>Goal(s):</p> 1, 2, 3, 4	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> Substitutes for teachers, materials (copies)	<p>Effectiveness Measure:</p> Attainment of goals <hr/> <p>Effectiveness Results:</p>

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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Faculty Meeting (once a month- focused on Writing) • Early Childhood Coach – Nicki Feast – works with PK teachers a few days a week • Curriculum Specialist Support (Jan DeMeyer/Emily Mull) to support PLC and faculty meetings • Learning walks at other schools 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <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"/> Other 	<p>Items Needed: Writings for faculty meeting, subs for learning walks, curriculum specialists</p>	<p>Effectiveness Measure: Attainment of goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
<p>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

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

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP Committee meets a minimum of four times a year; as needed for revisions thereafter.

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

- Monitored from committee meetings (PFE, SIP, Title 1),
- Administrative team meetings
- Supervisor meetings

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

- DIBELS progress monitoring is reviewed by teachers individually as well as the TRT and interventionist to evaluate the effectiveness of the intervention being provided at that time.
- PLCs – Once a month ELA focusing on writing rubrics to score writing using the RAPS strategy, Once a month Math – creating common, teacher made assessments, bringing back results of the assessments, which will guide their future instruction
- Faculty Meetings – focused on using the writing rubric to assess student work
- Administrators meet individually with teachers to analyze SLT data and report card grades.
- SIP committee completed data analysis, met with the school as a whole to discuss results and plan of action for the new year.
- Grade level meetings – most meet once a week to analyze common assessments

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

- All results will be reported to stakeholders the next school year at Open House or the first parent night of the school year.

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
 - An 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