

**2020-2021  
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).*

**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
<p>Students in 1<sup>st</sup> and 2<sup>nd</sup> grade are 80% proficient or above according to the BOY Math Readiness Assessment in measurement and data.                      1<sup>st</sup> grade – 84% K.MD.1                      2<sup>nd</sup> grade – 98% 1.MD.1</p>	<p>37% of 3<sup>rd</sup> grade students scored proficient in Reading Informational Standards according to the LEAP 360 ELA Diagnostic Assessment.</p>
<p>49% of 3<sup>rd</sup> grade students are benchmark and above on reading fluency according to the BOY DIBELS 8<sup>th</sup> Assessment.</p>	<p>8% of 3<sup>rd</sup> graders scored proficient or above on standard RI.2.1 (understanding details in a text) according to the BOY LEAP 360 ELA Diagnostic Assessment.</p>
<p>81% of 3<sup>rd</sup> grade students scored proficient or above on standard 2.OA.4 (operations and algebraic thinking) according to the LEAP 360 Math Diagnostic Assessment.</p>	<p>84% of 1<sup>st</sup> grade students scored below benchmark in Letter Sounds (NWF_CLS) according to the BOY DIBELS 8<sup>th</sup> assessment.</p>
<p>47% of 3<sup>rd</sup> graders scored proficient or above on Literary Standards according to the LEAP 360 ELA Diagnostic Assessment.</p>	<p>60% of 1<sup>st</sup> grade students are in the categories of Read To Me (RTM), 1Y, 2Y, 3Y (which are Kindergarten levels) according to the BOY IRLA Assessment.</p>
<p>98% of Kindergarten students scored proficient or above in standard COG-M.2 (counting to 20) according to the Kindergarten BOY Math District Readiness Test.</p>	<p>40% of 2<sup>nd</sup> grade students are in the categories of RTM, 1Y, 2Y, 3Y, 1G, 2G (which is below level for 2<sup>nd</sup> grade) according to the BOY IRLA Assessment.</p>
	<p>94% of Kindergarten students scored below benchmark in Decoding and Word Reading Fluency according to the BOY DIBELS 8<sup>th</sup> Assessment.</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/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>	

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**GOALS**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1.	3 <sup>rd</sup> graders scoring proficient or above on standard RI.2.1 (understanding details in a text), will increase from 8% on the LEAP 360 ELA Diagnostic Assessment to 48% on the Interim LEAP ELA Assessment. (for a 40% increase)
2.	1 <sup>st</sup> graders scoring below benchmark in letter sounds (NWF-CLS) will decrease from 84% in BOY to 54% on the EOY DIBELS 8 <sup>th</sup> Assessment. (for a 30% decrease)
3.	1 <sup>st</sup> grade students that are in the categories of Read to Me (RTM), 1Y, 2Y, 3Y (which are kindergarten levels) will decrease from 60% in BOY to 30% on the EOY IRLA Assessment. (for a 30% decrease)
4.	2 <sup>nd</sup> grade students that are in the categories of Read To Me (RTM), 1Y, 2Y, 3Y, 1G, 2G (which is below level for 2 <sup>nd</sup> grade) will decrease from 40% in BOY to 20% on the EOY IRLA Assessment. (for a 20% decrease)
5.	Kindergarten students scoring below benchmark in Decoding and Word Reading Fluency will decrease from 94% (in each) from BOY to 54% on the EOY DIBELS 8 <sup>th</sup> Assessment. (for a 40% decrease)

**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
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<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the months that this will take place):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Results from the 2020-2021 Spring Survey will be used to write the SIP</li> <li>• At least one parent is on SIP/Title 1 committee</li> <li>• Website – email link is provided in order for parents to give on-going feedback on SIP plan as well as assist in achieving goals of the plan.</li> <li>• Parent events- educate parents on the strategies used to achieve the goals in the SIP plan</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parents complete Title I parent survey</li> <li>• Effectiveness results of 2020-2021 SIP will be shared at next year’s Open House (TBA)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</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"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Postage, copy paper, pens, markers, food for family night activities, books, school website, ink cartridges and toner, lamination film, bulletin board paper, parent resource center, take home book kits for summer reading, etc.</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• SIP/Title 1 committee members- assist in creation of SIP and planning of Parent/Family activities</li> <li>• Parent/teacher conferences- teachers get feedback on homework/assessments being sent home</li> <li>• Comment box to principal on school website for questions/concerns/input</li> <li>• Family Involvement- Ticket out the door</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</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"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Postage, copy paper, pens, markers, ink cartridges and toner, lamination film.</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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***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. Describe these meetings and the information that families should expect to obtain at these meetings.***

<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• SIP/Title 1 committee members- assist in creation of SIP and planning of Parent/Family activities</li> <li>• Parent/teacher conferences- teachers get feedback on homework/assessments being sent home</li> <li>• Comment box to principal on school website for questions/concerns/input</li> <li>• Family Involvement- Ticket out the door</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Postage, agendas, Nicky folders, copy paper, pens, markers, ink cartridges and toner, lamination film, Parent Resource Center pamphlets</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>• Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Postage, copy paper, pens, markers, ink cartridges and toner, lamination film</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</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. Include the month that the activity will take place if applicable.</i></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <p><u><b>Beep and Greet</b></u> (September 1, 2, 3)</p> <ul style="list-style-type: none"> <li>Students meet teachers, hand in supplies, parents receive information about school handbook, expectations, Title 1 SIP Plan/Goals.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Postage, cardstock, copy paper, pens, markers, ink cartridges and toner, lamination film, envelopes</p>	<p><b>Effectiveness Measure:</b> Spring 2021 Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <p><u><b>New Parent Google Meets</b></u> (September 17th)</p> <ul style="list-style-type: none"> <li>Administration provides overview of school handbook, Title 1 Budget, activities for the year, Counseling services, TAT, SAT</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Postage, cardstock, copy paper, pens, markers, ink cartridges and toner, lamination film,</p>	<p><b>Effectiveness Measure:</b> Spring 2021 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"/> DSS <input type="checkbox"/> Other	envelopes, food/coffee for parents	<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 3:</b></p> <p><b><u>Google Classroom Instruction for Parents</u></b> (January 14, 2021)</p> <ul style="list-style-type: none"> <li>- Google Meets code sent out to parents by TRT</li> <li>- Instructions on how to access student chrome books, Google classroom and Google meets</li> </ul>	<b>Goal(s):</b> 1, 2, 3, 4, 5	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b> Copy paper, laminating film, cardstock, children’s literature books, food for parents	<b>Effectiveness Measure:</b> Spring 2021 Survey and Exit Ticket  <hr/> <b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 4:</b></p> <p><b><u>3<sup>rd</sup> grade Test Taking Tips - Virtual (April, 2021)</u></b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade parents are given information about what they can do to better prepare their child for the upcoming state test.</li> </ul>	<b>Goal(s):</b> 1, 2, 3, 4, 5	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<b>Items Needed:</b> Copy paper, laminating film, cardstock, food for parents	<b>Effectiveness Measure:</b> Spring 2021 Survey and Exit Ticket  <hr/> <b>Effectiveness Results:</b>

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		<input type="checkbox"/> Other		
<p><b>Parent Family Engagement Activity 5:</b></p> <p><u>Life After Kindergarten – Virtual (April, 2021)</u></p> <ul style="list-style-type: none"> <li>Kindergarten parents are given information on curriculum expectations for the next grade level.</li> <li>The benefits/purpose of T1 is discussed</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Copy paper, laminating film, cardstock</p>	<p><b>Effectiveness Measure:</b> Spring 2021 Survey</p>
				<p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 6:</b></p> <p><u>Math/ELA Virtual Night – How to keep your kids learning in the summer (May 2021)</u></p> <ul style="list-style-type: none"> <li>Major content standards information for all grades</li> <li>Parents will receive resources to be used at home, such as home/school activities, standards to be addressed and useful websites.</li> <li>Focus on reading strategies, including written expression and social studies standards/curriculum.</li> <li>Parents will receive resources to be used at home such as writing rubrics and DIBELS brochure.</li> <li>Parents will receive information on Social Studies standards and curriculum.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Copy paper, laminating film, cardstock</p>	<p><b>Effectiveness Measure:</b> Spring 2021 Survey</p>
				<p><b>Effectiveness Results:</b></p>



### 3. SCHOOLWIDE PLAN STRATEGIES

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

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

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• 1 full time para and 1 timesheet tutor– K-3<sup>rd</sup> grade during intervention time to support workstations <u>ELA</u></li> <li>• <b>Guaranteed Curriculum-</b> teachers use as guide</li> <li>• <b>Ready Gen-</b> K-2 grades</li> <li>• <b>Guidebooks 2.0-</b>3<sup>rd</sup> grade is completing 3 units.</li> <li>• <b>IRLA Foundational Skills Toolkit-</b> K-2<sup>nd</sup> grades participate in reading groups during ELA time; approximately 30-40 minutes daily working with leveled readers/books.</li> <li>• <b>Interactive Read-Alouds-</b> Kindergarten participates shared reading during shared reading daily about 10 minutes/day.</li> <li>• <b>Interactive Writing-</b> Kindergarten participates in this during ELA times, writing together-interactive between teacher and child, about 10 minutes/day.</li> <li>• <b>Writing Through-out CES-</b> Writing is displayed in the main hall- one from each grade level</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Projectors, computers, headphones, document cameras, ink, toner, EUREKA math materials, DBQ materials, fieldtrips, McGraw Hill Inspire Science Kits, IRLA classroom libraries, dry erase markers, clipboards, printers , pencils, electric pencil sharpeners, cardstock, large rolls of paper for charts, binders, book bins, classroom</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• <b>Six-Minute Solutions</b></li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• <b>Eureka</b>- K-3 grades</li> <li>• <b>Math Models</b>- all grade levels are using strategies, such as anchor charts and manipulatives that reflect the state standards on a daily basis.</li> <li>• <b>Math fluency/sprints</b>- implemented school wide with all grade levels daily, for usually one minute.</li> <li>• <b>Zearn</b>- individualized website instruction; students complete activities assigned and monitored by classroom teacher;</li> <li>• <b>Xtra Math</b>- web based used during math stations</li> <li>• <b>PD</b> –Curriculum Specialists to address math standards and curriculum during PLCs.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• PD Curriculum Specialist to present state site, standards</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <b>McGraw Hill Inspire Science and Science Kits</b></li> </ul>			<p>mailboxes, playdough., apple pencils (pen), Study carrels – student put up during testing.</p>	
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS – K-3<sup>rd</sup>, diagnostic tool to identify students who need additional support or advancements in reading.</li> <li>• Common weekly assessments</li> <li>• Unit Assessment/Module Assessment</li> <li>• Cold Read Assessment/Reading Analysis checkpoints to assess periodically</li> <li>• Performance Based Assessment for writing rubrics</li> <li>• Standards based assessments in Social Studies and Science</li> <li>• DRDP assessment in Kindergarten</li> <li>• OWL assessment in Pre-K</li> <li>• My Teaching Strategies Gold in Pre-K</li> <li>• SLTs (student learning targets) – benchmark and interim assessments</li> <li>• LEAP 2025 standardized assessment</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> DIBELS licenses, I pads, copy paper, substitutes</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>•</li> </ul>				
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• <b>Project Read</b> – phonology/written expression</li> <li>• <b>Unique Learning</b> – moderate and severe curriculum</li> <li>• <b>Graphic Organizers/Concept maps</b> – for scaffolding instruction</li> </ul> <p><b>Anchor Charts</b> – for scaffolding instruction</p>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Project Read materials, Unique Learning materials, chart paper, markers, fieldtrips, clipboards</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• Part-time EL teacher who works with students by pushing into the classroom during core instruction time.</li> <li>• ELPT assessment – used to measure the performance of ELs as they progress through the K-12 education and achieve college and career readiness. Results are used to</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers, EL teacher, chart paper, copy paper, laminating film, headphones with speakers, fieldtrips</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes.</p>				
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***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Students that score below benchmark or intensive on DIBELS are chosen to participate within classroom interventions in K-3<sup>rd</sup></li> <li>• Individual classroom teachers work with TRT and Interventionist to analyze the data and group students accordingly</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> BURST licenses, copy paper, chart paper</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• <b>BURST</b> – scripted lessons targeting students’ area of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency and comprehension. Interventions done 5 days a week by grade levels K-2. Classroom teachers, one tutor, and 1 TRT (at times) provide this intervention.</li> <li>• <b>IRLA Foundational Skills Toolkit</b>- Used with students scoring below benchmark on DIBELS assessment in 3<sup>rd</sup> grade. Interventions done 5 days a week/30 minutes a day.</li> <li>• <b>6 Minute Solutions</b> – used with struggling readers.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> </ul>	<p><b>Items Needed:</b> BURST licenses, para salary and benefits, BURST kits, IRLA tool kits, iPads, folders, copy paper, chart paper, laminating film, ink, markers, clipboards, fieldtrips</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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		<input type="checkbox"/> Other		
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>TAT (Teacher Assistance Team) – once a week – teacher, guidance counselor and TRT express concerns for student success; completed before SAT; referred by teacher for academic or behavioral concerns; prescribed interventions for teachers to implement for 3-4 weeks; if unsuccessful, student is referred to SAT.</li> <li>SAT (Student Assistance Team) – once a week – parent, families, teacher, speech teacher, guidance counselor, pupil appraisal personnel, TRT, administrator meet to express concerns and interventions needed to ensure student success;</li> <li>IEP (Individualized Educational Program) – after SAT, if warranted, evaluation is submitted and if proven a disability is present, the IEP team, consisting of teacher, sped teacher, ODR, sped coordinator, pupil appraisal and family agree to an IEP for the child</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Substitutes to relieve teachers for meetings</p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>
<b><i>Support and Extended Learning</i></b>				
<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li><b>Inclusion</b> - Special Education students are included within the regular education classroom</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b> Materials for gifted enrichment lessons</p>	<p><b>Effectiveness Measure:</b></p>

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<ul style="list-style-type: none"> <li>• Enrichment programs offered during the school day include: Music, Art, PE, Library – all 30 minutes once a week; except for PE which is twice a week</li> <li>• <b>KIT (Kids in Transition)</b> – Federal Program providing services to homeless families with services including: tutoring, uniform assistance, housing assistance and transportation</li> <li>• <b>Supplemental and related services for students with disabilities include:</b> speech, OT, PT, APE, Hearing/Visual Impaired</li> <li>• <b>Enrichment programs for students who qualify include:</b> Talented Art, music and drama are provided for our students as per IEP objectives. Services are offered at our campus or nearby campuses depending on where the program is offered. Bus transportation is provided.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Before and After Care – homework support and learning activities</li> <li>• 21<sup>st</sup> Century – after school learning program (virtual)</li> <li>• Gifted Enrichment program – enrichment program for students who qualify from evaluation</li> <li>• Boys and Girls Club – after school mentoring and learning program</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Paper for permission slips</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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

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<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school’s students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program.</li> <li>•</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Mental Health Provider</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• Individual and small group counseling</li> <li>• Crisis counseling</li> <li>• Check-in/Check-out – secondary intervention</li> <li>• Attends SAT and TAT meetings to consult on social and emotional concerns.</li> <li>• Character Traits</li> <li>• Sexual Abuse lessons</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Character trait materials, paper, laminating film</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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

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<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• <b>Morning Meeting</b> – behavior goal, character traits, social skills instruction and teambuilding; completed during the first fifteen minutes of the day within classroom</li> <li>• Monthly PBIS committee meetings</li> <li>• <b>Fishing Powerpoints</b></li> <li>• <b>PBIS - Fishing Celebrations monthly</b></li> <li>• <b>RTI (response to intervention)</b></li> <li>• <b>Check-In/Check-Out</b></li> <li>• <b>Character Traits</b> - ppts/lessons – implemented by Guidance Counselor, which changes monthly</li> <li>• Buddy Bench in effect on playground</li> <li>• <b>Bullying</b> – Bystander Revolution</li> <li>• <b>Second Steps – Pre-k/K</b> –social and emotional skills</li> <li>• <b>In-school Suspension</b> – used to exclude students from classroom but prevents out of school suspension; social skills instruction as well as classwork is completed by a part-time ISS para-educator</li> <li>• <b>Caught ya slips</b></li> <li>• <b>Announcements</b></li> <li>• <b>Completed reading logs/Kindergarten</b></li> <li>• <b>Parent/family phone calls</b></li> <li>• <b>Postcards sent home</b></li> <li>• <b>Fishing T-shirts</b></li> <li>• <b>Fun Freaky Friday weekly</b></li> <li>• <b>Bucketfillers – for students and faculty</b></li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> PBIS rewards, PBIS powerpoints, character traits program materials, paper, markers, pencils, buddy bench, postage, envelopes, cardstock</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Strategies for Assisting Students in the Transition from One School to the Next:</i></b></p>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• 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. (TBA-?)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Postage, envelopes, permission slips, buses, cardstock, paper, ink,</p>	<p><b>Effectiveness Measure:</b></p>



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<ul style="list-style-type: none"> <li>• Kindergarten parents/families are invited to a T-1/First Grade informational meeting at the end of the year to prepare for transition. (virtual)</li> <li>• Pre-Kindergarten parents are invited to a Pre-K orientation before school starts to get acquainted with classroom and teacher. (when school begins)</li> <li>• All students PK-3rd are invited to a “Meet and Greet” before school starts to meet the teacher, classroom and bring school supplies. (“Beep and Greet”, Google Meets, this year)</li> <li>• Head Start Children beginning Kindergarten are given a tour of the school before enrolling.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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## Professional Development

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>N/A for this year</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Substitutes for teachers, materials</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li><b>Early Childhood Coach</b> – works with Pre-K teachers a few days a week</li> <li><b>Google Classroom</b></li> <li><b>Google Meets</b></li> <li><b>Curriculum Specialists</b> – supports instructional coach, interventionists, and TRT who in turn support teachers</li> <li><b>Learning Walks</b></li> <li><b>Teacher Leaders</b> – attends Math and ELA content leader training – teacher leader then redelivers content knowledge to faculty (6 hours in Fall/6 hours in Spring)</li> <li><b>Modeled lessons by instructional coach</b>- supports the implementation of new curriculum</li> <li><b>Instructional Coach supports teachers using the Impact Cycle by Jim Knight as needed</b></li> <li><b>IRLA (K–2) and ZEARN PD (2<sup>nd</sup> and 3<sup>rd</sup> grade) provided by the district at the beginning of the school year and</b></li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Instructional coach, substitutes for teacher leader training,</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>continued throughout the school year by instructional coach</b></p>				
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**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- A District Representative serves as a speaker on college campuses for different education courses.

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

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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<b>Coursework to Earn Post-Secondary Credit:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>  <hr/> <b>Effectiveness Results:</b>
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***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

**McKinney Vento:**

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

**Food Services:**

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

**Special Education:**

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

**English Learners (EL):**

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

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

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

**Headstart Preschool Programs:**

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

**4. Regular Monitoring and SIP Revision**

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

**Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:**

- The SIP Committee meets and minimum of 4 times a year; as needed for revisions thereafter

**Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

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

**Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):**

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

**2019-2020 Committee Members**

<p align="center"><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center"><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p>
<p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal: Melissa Eason</li> <li>• TRT: Rainie Hurley</li> <li>• Teacher: Megan Lacour</li> <li>• Teacher: Jessica Fistchtzuir</li> </ul>	<p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal: Melissa Eason</li> <li>• TRT: Rainie Hurley</li> <li>• Teacher: Megan Lacour</li> <li>• Teacher: Jessica Fistchtzuir</li> </ul>

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<ul style="list-style-type: none"><li>• <b>Teacher: Jeannine Mason</b></li><li>• <b>Teacher: Anna McDanell</b></li><li>• <b>Teacher: Brittany Bracy</b></li><li>• <b>Parent/Family: Noelle Aymami</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Teacher: Jeannine Mason</b></li><li>• <b>Teacher: Anna McDanell</b></li><li>• <b>Teacher: Brittany Bracy</b></li><li>• <b>Parent/Family: Noelle Aymami</b></li></ul>
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## DISTRICT ASSURANCES

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date