

Covington Elementary
PK – 3rd Grade
Melissa Eason
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
2 nd and 3 rd grade highest percentage of Benchmark 2 nd grade - 65% and 3 rd grade - 74%	1	DIBELS; 2015
CRT index increased from 87.8 to 99.9 which was an 11.2 point growth.	2	iLEAP and PARCC; 2013-2014, 2014-2015
All subjects showed an improvement ELA 88.8 to 99.1; Math 92.5 to 99.6; Science 84.9 to 100.7, Social Studies 85.0 to 100.2	3	iLEAP and PARCC; 2013-2014, 2014-2015
White Subgroup consistently improved in ELA all 3 years. 86.5%, 86.9%, 90.5%	4	iLEAP and PARCC; 2012-2013, 2013-2014, 2014-2015

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
K and 1 st graded consistently has the highest percentage of At-Risk students from Fall 2013 to Fall 2015	1	DIBELS; 2013-2015
Students with Disabilities subgroup in ELA was consistently lowest scores for 2 years (2012-2013 and 2013-2014) and 35.7 in 2014-2015 which continues to be low	2	iLEAP and PARCC; 2012-2015
In 2014 – 2015 Hispanic students as a subgroup scored lowest in ELA and Math ELA – 33.3% proficient; Math – 37.5% proficient	3	PARCC; 2014-2015
PI: Incomplete records of how many parents are attending PI events.	4	Sign In Sheets not matching Exit Tickets
Behavioral : 1 st grade increased in suspensions from 2012-2013 to 2014- 2015 from 2.4% to 2.8% to 3.3% PK increased suspensions from 2013-2014 to 2014-2015 from 0% to 1.4%	5	Discipline Data in JPAMs; 2012-2015

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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2016, 2 nd and 3 rd grade students will maintain or increase Benchmark DIBELS scores from Fall to Spring testing.
2 By May 2016, the number of at risk students in K and 1 st grade will decrease by 5% on DIBELS, From 24% to 19% in Kindergarten and from 33% to 28% in first grade.
3 By May 2016, Hispanic students as a subgroup will increase their level of proficiency in ELA by 5%; from 33% to 38%
4 PI By May 2016, Literacy Night and Math and Science Night attendance will increase by 10% from the previous year – there will be designated point of entrance for all parents to enter and exit.
5 Behavioral By May 2016, 2 nd grade suspensions will decrease by .5% (based on students being in 1 st grade in 2014-2015)

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

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

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 100%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p>PLC-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.) PLCs meet monthly for 3 hours each grade level. Assessment and writing strategies will be the focus for the groups. It includes teachers, Administration, RHT, PLC Instructional Coach when she can, and curriculum specialists when needed.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Substitutes and benefits for teachers to attend PLCs; Performance Coach books for 3rd grade; co-teaching books</p>
<p>If you have an Instructional Coach, describe in detail her duties and responsibilities Nicole Hayes is our Instructional Coach – she comes every 4 – 6 weeks for a “cycle”. She helps all teachers – using DIBELS data to plan reading groups and stations, progress monitors, involved in PLC meetings when here.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for this teacher.</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development •B Days for employees •Teacher Retreat in August 	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Stipends and benefits for teachers and presenters, stipend for teachers to attend Retreat, refreshments at Retreat, Books for professional library.</p>

5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

We aggressively seek the highest qualified teacher for each position we have. At Transfer and Job Fair, we have a display table with a power point presentation along with PBS items highlighting our theme for the upcoming year. We communicate our successes with the newspaper, and we also encourage community leaders to visit our school regularly.

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<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p><i>Describe how parents will be involved in the</i></p> <ul style="list-style-type: none"> o <i>*design</i> – Parents are involved in designing the Title I Plan through several parent evaluation tools. These include NNPS, parent comments and suggestions for future school wide family events through tickets out the door and as part of the Title I spring survey. PTA sends home a monthly newsletter involving PTA activities, news from the principal. The PTA board meets once a month which provides feedback to administration. A weekly school newsletter regularly asks for parent feedback on available events and activities during and after the school day. Teachers ask for parent input during conferences and by using tickets out the door after classroom parental involvement events. The Title I planning committee includes both parents and community members. <p><i>*implementation</i> – Parents are encouraged to attend family events (Meet & Greet, Open House, Family Literacy Night, Family Math/Science Night, Test Taking Tips, I Think I Can home learning. Parents are encouraged to become PTA Members and Volunteers within and outside the school day. PTA aids with obtaining classroom volunteers, office volunteers, for general school needs. CES announcements encourage students to attend parental involvement events. Speaker/Author present to parents/students at meetings, Monthly Family Involvement Activities for Pre K, Terrific Breakfast, Veteran's Day Program. Students perform and participate at these family and community events. JPAMS robo calls are</p>	<p>10. 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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> Refreshments Postage Materials Coffee, muffins, copies, paper, pens, markers, food for projects and dinner Books, planners, personnel – Literacy Night and math/Science Night chair Teacher Web webmaster Paper Ink Cartridges

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<p>used to remind and encourage parental/community involvement and attendance. The complete Title I plan is available for viewing in the front office</p> <p>○ <i>evaluation of the ENTIRE TITLE I schoolwide program.</i></p> <p>Parents are given the opportunity to evaluate school events at the end of the event as well as on the school website. They are also given Parent Surveys in the Spring of the school year.</p>		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <p>○ <i>Parent Involvement Policy/compact; 9/15; which will be reviewed in the Spring when the application is written</i></p> <p>○ <i>PI Plan 8/25/15; this will be first created in the Spring with the new application; It will be revisited again at the beginning of the school year.</i></p> <p>○ <i>School Improvement Plan 11/16/15</i></p> <p>○ <i>Meeting dates with our committee will be conducted once a quarter or more frequently if needed for planning, implementation and evaluation of PI Policy, PI Plan, and SIP</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p> <p>Printing</p> <p>Postage</p> <p>Toner</p> <p>Ink</p>
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <p>◆ -Parents will receive timely information about Title 1 through:</p> <p>*New Parent Coffee 8/3/15</p> <p>At this coffee, parents learn about Title 1 services, including MHP, tutors, and paras, opportunities, and budget.</p> <p>*Meet and Greet 8/5/15</p> <p>*Parent Contracts</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p> <p>Printing</p> <p>Postage</p> <p>Toner</p> <p>ink</p>

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<ul style="list-style-type: none"> *Family Literacy Night 12/10/15 *Family Math and Science Night 2/25/16 *Test taking tips for parents 3/9/16 *I Think I Can home learning 1/15/16 *Evaluation piece (ticket out the door) <p>completed by parents after each activity. Families participate in fun activities that teach parents strategies that help them help their children at home. MHP will have a session on coping with the stress of parenting. Title 1 personnel will meet with families to increase their awareness of Title 1.</p> <ul style="list-style-type: none"> *School Website *Teacher Website *Weekly Newsletters *School Written Notices *Robo Call out *Teacher/Parent Conferences *IEP Conferences (annually) *SAT (weekly) 		
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>They will be informed of the curriculum, assessments and proficiency levels students are expected to meet; also, by attending Meet and Greet and any conferences with the teacher along with open communication with admin and staff.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p> <p>Printing</p> <p>Postage</p> <p>Toner</p> <p>ink</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF</p> <p>Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John</p>	<p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p>___SRCL ___Title II ___LA4 ___IDEA ___Title III ___Bond Money ___Other.</p>	<p>Membership in NNPS</p>
<p>◆To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity: ___X___ Title I ___X___ GFF ___SRCL ___Title II ___LA4 ___IDEA ___Title III ___Bond Money ___Other</p>	<p>Item(s) to be purchased to support this activity: Postage Refreshments Printing</p>
<p>◆<u>Decision Making Opportunities for Parents:</u> ◆Parents are encouraged to participate in the meetings below through personal phone call and written invitations. The meetings are scheduled at the parents’ convenience.</p> <ul style="list-style-type: none"> ▪SAT (Student Assistance Team Meetings – meet every Thursday from 12:00 – 3:00; parents have an opportunity to express their concerns and express interests in interventions being presented. ▪IEP Meetings – held during the week; parents have an opportunity to express their concerns, interests, agree/disagree to interventions, modifications, accommodations. ▪Parent Conferences/Meetings – held before and after school and scheduled by the teacher and/or admin; parents have an opportunity to express concerns, needs, wants, interventions. ▪PTA – help/volunteers from parents; very involved in CES 	<p>10. BUDGETS used to support this activity: ___X___ Title I ___X___ GFF ___SRCL ___Title II ___LA4 ___IDEA ___Title III ___Bond Money ___Other</p>	<p>Item(s) to be purchased to support this activity: Paper Printing Postage Toner Ink Teacher Web Parent conference forms</p>

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<p>and inform parents through the website and Facebook; parents can attend PTA meetings, they also receive newsletters, can also help PTA by volunteering.</p> <ul style="list-style-type: none"> ▪School Website – updated daily with information to inform parents about school, parents can see, comment by email. ▪Exit Tickets at events – giving feedback about what will be used and changed for the following events. 		
<p>◆<u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></p> <ol style="list-style-type: none"> 1.Meet and Greet – provides parents with basic information about instructional programs and expectations, parents will learn about our title 1 programs, budget, tutors, etc. through a power point and pamphlet given. Teachers will present information about routines and procedures of schoolwide expectations, including PBS. 2.New Parent Coffee – New parents entering CES will meet other new parents to begin building partnerships, learn about programs available at CES including Voyager, My Reading Coach, tutors, Title 1 funding, community partnerships, uniforms and other pertinent information. 3.Family Literacy Night – Parents and students will participate in fun activities that teach parents strategies that help them help their children at home with Reading and Writing skills/strategies aligned with the curriculum. Parents will additionally be given resources, such as websites/handouts to use at home. Exit Tickets will be given to evaluate the night’s activity. 4.Family Math and Science Night – Students and parents will participate in fun Math and Science activities such as measurement, weight, seeds, (real world problem solving) 	<p>10. 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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> Paper Printing Postage Toner Ink refreshments

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<p>that teach parents strategies that help them help their children at home. Websites and other information will be given to the parents to access at home. Exit Tickets will be given to evaluate the night’s activity.</p> <p>5. Test Taking Tips for Parents – Parents will be given information on the PARCC test, CCSS. They will get to look at examples of test questions, writing samples, rubrics and what is expected of all grade levels PK through 3rd grade.</p> <p>6. I Think I Can Home Learning – Parents will work with students at home doing fun learning activities to improve reading and math skills and learn new strategies to help in the learning process. Parents will be at ease and students will have fun with parents (promote family time)</p>		
<ul style="list-style-type: none"> ◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky’s folders, communication binders, agendas, etc.</i> ◆ Teacher Web ◆ Agendas for 3rd grade ◆ School Website ◆ Weekly Newsletter ◆ Monthly events ◆ Robo calls ◆ Information board outside ◆ Communication/Test folders for all students 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this strategy/activity:</p> <p><i>TEACHERWEB</i></p> <p><i>Agendas</i></p> <p><i>Test folders</i></p> <p><i>Paper</i></p> <p><i>Ink</i></p> <p><i>Printing</i></p> <p><i>Toner</i></p>

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7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.		
<p>Incoming Students Meet and Greet – Students bring school supplies, meet their teacher, visit classrooms and receive beginning of the year information.</p> <p>Head Start Students and parents are invited to visit the school, walk through and ask questions.</p> <p>New Parent Coffee is planned before school begins to give parents information about the school, title 1, opportunities available, MHP, SAT, and assessment.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p> <p>Paper</p> <p>Printing</p> <p>Toner</p> <p>Postage</p> <p>Ink</p>
<p>Outgoing students</p> <p>Third graders visit Pine View Middle School at the end of third grade. They walk through the school and meet the administrators.</p> <p>Parents are also invited to an orientation at the end of school.</p> <p>Kindergarten parents are invited to a T-1/First grade informational meeting at the end of the year to prepare for transition.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p> <p>Printing</p> <p>Toner</p> <p>Postage</p> <p>Ink</p>

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

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<ul style="list-style-type: none"> •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs 	<input type="checkbox"/> Other	
<i>Add additional assessment activities as needed.</i>	Copy list from above for each activity described.	

9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.		
<p><u>Mental Health Providers</u>-(please adjust to fit your school’s MHP plan) MHP: Due to the transient and often unstable environments that many of Covington Elementary’s students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Melissa Eason, Kristy Winget) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Dawn Ferrara will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP, PARCC will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: MHP Salary and Benefits

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<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <ul style="list-style-type: none"> *Monthly PBIS committee meetings. *Fishing Celebrations monthly *Positive Rewards - Caught Ya Slip, Broadcast, Parent Phone Calls, Broadcast Recognition, *Fun Freaky Friday Celebration weekly *RTI *Check In – Check Out *Guidance Counselor/MHP meets weekly with students *School Skills Groups *Fishing T-shirts <p>-An anti-bullying curriculum will be used along with other activities to further social interaction and positive behavior. There is a daily morning “broadcast” to promote positive behavior.</p>	<p>10. 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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> Paper Printing T-shirts Refreshments Candy Stickers
<p><u>Instructional Program Enhancements</u></p> <p><i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>4 Title 1 personnel are used to work individually and in small groups within the classroom in areas that have been identified as students weakness. The Title 1 personnel, one full time para in first (Pat Smith) and one full time in second grade (Tracy Doescher); 2 part time paras in third grade (Theresa Bubna and Dale Robertson), all of which support the teachers and students. They assess students, provide needed remediation and reteaching, and collaborate with teachers and provide feedback. One of the paras monitors student progress and provides instruction in MRC. MRC facilitator (para) monitors Ticket to Read and collects data on student successes and shares with teachers. AR is monitored by Title 1 paras and they work with students to complete AR and collect data.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> Personnel Salaries and benefits for 2 full time and 2 half time paras: Technology Paper Ink Printing MRC Ticket to Read AR Moby Max

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<p><i>Interventionist name and description goes here:</i> NA</p>		
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> <i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p>Based on teacher recommendation, observation and DIBELS scores – 3 tutors, one in first grade (Susan Stringer), one in second grade (Seleta Berlin) and two in Kindergarten (Jessica Stokes and April Johnston)</p> <p>*Students are identified through: teacher made assessments, parish wide assessments teacher observations and recommendations Dibels Assessment Parent Input</p> <p>*Students that are identified intensive on the DIBELS screening are progress monitored by classroom teachers and paras.</p> <p>*The title 1 paras and the tutoring program are evaluated by teacher feedback, what works and doesn't, post assessments, and end of the year Dibels and State assessment. Pre and Post tests are given to the students for the tutors to assess at the end of the year (Pat Smith) TRT will write a summary report. A spreadsheet will be made by both tutors (Voyager) to show the growth during the year.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> XGFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and Benefits for 3, 20 hour @week, Tutors Substitutes for teachers that are assessing DIBELS Supplies and Materials Voyager Materials</p>
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u> <i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p>Our Push In tutors are Pat, Theresa and Dale (1st grade, 3rd grade); they go into the classroom and help the teacher with any child needing assistance;</p> <p>*Students are identified through: teacher made assessments, parish wide assessments teacher observations and recommendations</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> X GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Salaries and Benefits for tutors Supplies and materials Voyager materials</p>

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<p>Dibels Assessment</p> <p>*Students that are identified intensive on the DIBELS screening are progress monitored by classroom teachers and paras.</p> <p>*The title 1 paras and the tutoring program are evaluated by teacher feedback, what works and doesn't, post assessments, and end of the year Dibels and State assessment.</p>		
<p><u>Technology Resources and Personnel (include names):</u></p> <p><u>General Technology</u> to increase engagement we purchas and use: Activboards, Votes, Expressions, ipods, computers, printers, laptops, ink, etc...Students will use a variety of technological resources included classroom computers, laptops, promethean boards, document cameras, as well as resources such as Ticket to Read, Moby Math, Teacher Web</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Computers, monitors, activboards and installation, Ticket to Read, Moby Math, Teacher Web, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p>
<p><u>Technology Interventions/Progress Monitoring</u></p> <p><i>List programs and describe how students are selected and monitored for each program listed.</i></p> <p>Students are identified through: teacher made assessments, parish wide assessments teacher observations and recommendations;</p> <p>Moby Math – all students use this program for extra help in Math - Student placement and progress are monitored by classroom teacher who is highly qualified,</p> <p>Earobics, primarily in grades Kindergarten and First grade. EAROBICS licenses are based on teacher recommendation and observations for students in Ticket to Read</p> <p>Ticket to Read This is a fun, hands on computer program based on reading level the students can play at school or at home. This is for all students high or low; this will be monitored monthly and evaluated by the number of lessons completed from the beginning of the year to the end of the year</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Technology Equipment: Computers, document cameras, laptops, printers, brackets to mount projectors on ceiling, Ticket to Read, AR, My Reading Coach, Teacher Web, Earobics, Brainpop Jr., Moby Max, Ipods, Interactive PB, ink, toner, pens</p>

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<p>based on the TTR summary report. AR - based on the STAR reading assessment. A quarterly goal is given to each student every quarter to reach. Every student uses AR as a reading intervention. It's based on their STAR report which gives a reading level. Students read books on their level and take comprehension tests based on the book. Each 9 weeks a report can be run – the results will be evaluated by beginning of the year STAR level to the end of the year STAR level. My Reading Coach, This is for all our students with diversified learning styles. Students are referred to this program by their teacher based on teacher recommendation, observation and STAR results. They are rotated in and out of the program as needed based on their academic and performing needs; students are monitored by the MRC teacher Final progress will be evaluated by MRC reports based on the beginning of the year to the end of the year.</p>		
<p><u>Special Education Subgroup Data</u> <u>MATH</u> Students with Disabilities – from 34.5% to 42.9% proficient – increase Economically Disadvantaged – 70.7% to 76.7% - increase <u>ELA</u> Students with Disabilities – from 27.6% to 35.7% - increase Economically Disadvantaged – from 68.3% to 74.3% - increase</p>	<p>10. BUDGETS used to support this activity: ___ Title I <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Thera-bands</p>
<p><u>Special Education Program Design</u> <i>Answers ranged from total Inclusion to total resource.</i> <i>Any answer given here must first cite the SWD subgroup data as a basis for the design of your program. For example—This year we had a large number of higher performing students, so we expanded the size of our inclusion program. OR This year we have a large population of</i></p>	<p>10. BUDGETS used to support this activity: <u>X</u> Title I <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 <u>X</u> IDEA ___ Title III</p>	<p>Item(s) to be purchased to support this activity: Books on co-teaching</p>

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<p><i>moderate students who are mostly self-contained.</i></p> <p>This year we have a smaller third grade group of SWD. Most of the students participate in resource class with inclusion. Pre-k and Kindergarten students participate in inclusion. First and second grade SWD are a mixture of resource, self-contained and full inclusion.</p>	<p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	
<p><u>Classroom Size Reduction Teachers</u> Title II – Rachael Laine – Kindergarten teacher added. Class sizes were extremely high and having Ms. Laine has really improved in our class size – The smaller class sizes in our Kindergarten classes really benefit the teachers and especially the students, which need more of their teachers time.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits</p>
<p><u>Curriculum Enhancements</u></p> <p>-Field trips and buses for each grade level (one trip and bus per grade level)</p> <p>-books for book studies in PLC</p> <p>-morning meeting</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Admission costs and bus costs for field trips; books</p>

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

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<p>IDEA funding.</p> <ul style="list-style-type: none"> • Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. • Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents. • Students in participating schools are entitled to attend 21st Century programs in the afternoons, which we have and send students to. 	<p style="text-align: center;">___ Bond Money ___ Other</p>	<ul style="list-style-type: none"> • Community Resource Connections • Meals • Services of the LEP para and LEP tutor
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<u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u>		
<p>The Title I Committee meets and discusses all of the following: <u>For each section below , be sure to include:</u></p> <ul style="list-style-type: none"> ◆ <i>what data will be collected,</i> ◆ <i>who is responsible for collecting the data,</i> ◆ <i>when will it be collected,</i> ◆ <i>how will it be manipulated and</i> ◆ <i>who will write the final report.</i> <ul style="list-style-type: none"> • The school’s performance on standardized test scores/ DIBELS scores • 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>NNPS Salaries and Benefits for Title 1 personnel</p> <p>PD for teachers DIBELS next training, technology integration, training, writing and CCSS. Subs for PLCs Salary and benefits for MHP</p>
<p><u>Tutoring Programs</u></p> <ul style="list-style-type: none"> • Ticket to Read program – we use DIBELS data to evaluate this program, RHT will collect DIBELS data, title 1 para (Tracey Doescher) collects TTR data monthly based on summary report. Collected at end of the year, the data from TTR will be manipulated (analyzed) by the number of lessons completed. Tracy Doescher will report to admin who will write evaluation piece. • MRC Program – data collected will be MRC performance data from beginning 		

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<p>of the year to the end of the year, Tracey Doescher, title 1 para collects the data and manipulated by the number of lessons completed and/or program completion. The results are reported to admin who will write evaluation piece.</p> <ul style="list-style-type: none"> •Tutoring in Kindergarten – two part time tutors are used in Kindergarten for intensive phonics instruction. Data is collected by daily logs of time and skill covered. Based on data based on DIBELS. In January and May, students will be DIBELS tested again to analyze the effectiveness of the tutoring program. Reports and spreadsheets are given to admin by tutors, who reports to the teachers. Then, admin writes up evaluation piece. •Voyager Program – Seleta Berlin and Susan Stringer- based on DIBELS data of first and 2nd graders compared to the beginning to the end of the year, Tutors are responsible for making spreadsheets by both tutors to show the growth from the beginning of the year to the end of the year. Final report to admin, who then writes up evaluation. <p>Tutors (full time/part time) – 1 full time, Pat Smith and 2 part time – Dale Robertson and Theresa Bubna – Pat Smith – works with students in the range of high intensive to low strategic scores. This is based on all aspects of the DIBELS components. Pat Smith is responsible for collecting the data and reporting to admin for final evaluation piece. Dale Robertson works with the higher students based on DIBELS scores, while Theresa works with the lower students based on DIBELS scores. They are responsible for collecting a log for documentation. Data is collected all year long – manipulated and analyzed at the end of the year. Final report will be shared with admin, which will write final evaluation piece.</p>		
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<p><u>Parental Involvement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> -Committee will meet and evaluate attendance numbers at events to see what time/topics draw the largest groups of parents. The report will be written by the Title 1 committee by the end of the school year. -The Title 1 school committee will review the Title 1 Parent Survey results. -Review the NNPS plan -After each Parental involvement activity, the Title 1 committee will look through the exit tickets to see what needs improvement and what we did well. When we receive the Parent Survey results in April, we will meet as a committee to see how to mold our 2016-2017 		
<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <p>The MHP will need to keep and present a log of times and dates when seeing students which will be handled on a weekly basis. The MHP will collect and compile the data into a spreadsheet and the principal will write the final report.</p> <ul style="list-style-type: none"> •MHP program – all students seen from the beginning of the year to the end of the year will reduce the number of major referrals by 5% - data will be a log sheet that includes collaboration with teacher and admin and the number of behavior referrals in that week. <p>Minutes from all meetings should be taken and filed so a formal evaluation report can be written. All meetings must have agendas and sign-in</p>		

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<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation -PD activities at school translate into student academic success through teachers gaining new learning to best practices to teach their students. Using teachers' SLT data and Benchmark assessments, the school will measure the effectiveness of the professional development (PD) program by measuring the increase in Core students from BOY to EOY and if teachers are meeting their Student Learning Targets (SLT) goals.</p>	<p style="text-align: center;">•</p>	
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>? The results of the evaluation are reported at faculty meetings to the teachers and staff by administration and the evaluators of each component. During the last faculty meeting we will analyze The previous year's testing data For example, at the beginning of the year our tutors were working on Reading with our students.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>? The information is relayed to the parents at the parent coffee, family nights, websites, newsletters, PTA Meetings and other events by administration. The way the funds are spent for the 2015-2016 school year should reflect the successes and refinements needed as a result of the 2014-2015 evaluation.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>