

**2018-2019  
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).*

3/8/2019

## 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
Second grade had the highest percent of students at Benchmark on the DIBELS Assessment in 3 of the previous 6 years of data; 78% (2014), 70% (2017) 70% (2018).	First grade had the highest percent of Intensive on the DIBELS assessment in 5 out of the 6 previous years of data; 34% (2014), 36% (2015), 23% (2016), 27% (2017), and 24% (2018).
The highest Assessment Index score was 80 points in 2016. From 2017 to 2018 the Assessment index has increased 2.5 points from (74.3 points to 76.8 points).	The lowest Assessment Index score was in 74.3 points in 2017. From 2016 to 2018 the Assessment Index has decreased 3.2 points from 80 to 76.
Our 3rd grade ELA Assessment Index increased over the past three years: 73.1 (2016), 79.1 (2017), and 82.5 (2018).	Our Math Assessment Index remains lower in 2018 (77.5) than in 2016 (85.3), despite the slight increase in 2018 (77.5) from 2017 (75.9). Our Social Studies Assessment Index remains lower in 2018 (61.4) than in 2016 (84.0), despite the slight increase in 2018 (61.4) from 2017(57.7).
In 2017-2018, ELA has the highest subject area index at 82.5 points.	In 2018, the lowest proficient subcategory area in ELA is Vocabulary at 50% proficiency, and in Math Major Content-specifically Solving Time, Area, Measurement and Estimation Problems at 40% proficiency.
In 2018, the highest proficient subcategory area in ELA is Written Expression at 66% proficiency and in Math, Modeling and Application at 63% proficiency.	In 2018, the lowest proficient subcategory area in ELA is Vocabulary at 50% proficiency, and in Math Major Content-specifically Solving Time, Area, Measurement and Estimation Problems at 40% proficiency.
In ELA, the Hispanic subgroup was the highest scoring subgroup in 2018 at 94.6 index points. In Math, the White subgroup was the highest performing subgroup at 84.3 index points. There was no two year trend for highest performing subgroup in ELA. In Math, the White subgroup has scored highest for past three years at 92.1 (2016), 82.1 (2017), and 84.3 (2018).	The Students with Disabilities subgroup has been the lowest scoring subgroup in ELA and Math for the past two years: ELA 2017 (67.6) and ELA 2018 (60.6); and Math 2017 (48.8) and 2018 (51.8).
The White subgroup ELA Assessment Index Score improved the past three years: 80.0 (2016), 83.7 (2017), and 91.3 (2018). The Students with Disabilities subgroup Math Assessment Index score improved over the past three years 41.0 (2016), 48.8 (2017), and 51.8 (2018).	The Black subgroup ELA Assessment Index Score declined from 71.3 (2017) to 61.9 (2018), and the Students with Disabilities subgroup ELA Index Assessment Score declined from 67.6 (2017) to 60.6 (2018). The Hispanic subgroup Math Assessment Index Score declined from 78.9 (2016) to 68.2 (2017).

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<p>The Achievement Gap for the Students with Disabilities subgroup decreased by 0.8 index points from 33.3 (2017) to 32.5 (2018). The Achievement Gap of the Black subgroup decreased 1.6 index points from 22.7 (2017) to 21.1 (2018). These two subgroups' achievement gaps truly are decreasing as the highest subgroup-Whole School-did not decline.</p>	<p>The Achievement Gap of the White subgroup increased by 3.3 from 83.7 (2017) to 91.3 (2018).</p>
<p>ELA is a Subject Level Index strength among the following subgroups over the past two years: Whole School 79.1 (2017) and 82.5 (2018), White 83.7 (2017) and 91.3 (2018), and Economically Disadvantaged 76.6 (2017) and 76.9 (2018).</p>	<p>Math is a Subject Level Index weakness among the Students with Disabilities subgroup the past two out of three years: 41 (2016), 48.8 (2017), and 51.8 (2018). ELA s a Subject Level Index weakness among the Students with Disabilities subgroup the past two out of three years: 27 (2016), 67.6 (2017), and 60.6 (2018).</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 Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <b><i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. From Spring 2018 to Spring 2019, the students in third grade will increase their social studies Assessment Index on the LEAP 2025 by 4 points, from 61.4 to 65.4.</p>	
<p>2. First grade students will increase reading achievement by increasing the percentage of students scoring at or above benchmark on DIBELS Next by 8 percent from 57 percent in Fall 2018 to 65 percent in Spring 2019.</p>	
<p>3. From Fall 2018 to Spring 2019, third grade students in the subgroup Students with Disabilities will increase their Assessment Index on the LEAP 2025 as follows: ELA: increase by 5 index points from 60.6 to 65.6; Math: increase by 5 index points 51.8 to 56.8.</p>	
<p>4. From Spring 2018 to Spring 2019, the percentage of third grade students will increase proficiency in the Math Major Content subcategory of Time, Area, Money and Estimation on LEAP 2025 by 5 percent, from 40% to 45% proficient.</p>	

**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
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Results from the 2017-2018 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>• PTA Meetings- SIP will be shared and feedback will be obtained prior to submission</li> <li>• Parent events- educate parents on the strategies used to achieve the goals in the SIP plan</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Parents complete survey</li> <li>• Effectiveness results will be shared at Open House</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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"/> Other</li> </ul>	<p><b>Items Needed:</b> Postage, copy paper, pens, markers, food for family nights activities, books, family night chair stipend, school website, ink cartridges and toner, lamination film, parent resource center, kits, etc.</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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>• PTA Meetings- Administration discusses on-going school decisions and makes time to makes time to listen to input from parents at every meeting</li> <li>• PTA Board Meeting with administration- administration discusses on-going school decisions and gets input from board regularly</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.</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 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"/> Other</li> </ul>	<p><b>Items Needed:</b> Postage, copy paper, pens, markers, ink toner, lamination film</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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>• Agendas for 3<sup>rd</sup> Grade – parent/school communication; homework/test schedule</li> <li>• Nicky Folders – K-2 – communication to and from school, test papers, parent/teacher communication</li> <li>• Parent Coffee- Administration discusses yearly goals and expectations of each grade level</li> <li>• Open House-Important Dates and classroom routines about curriculum and assessment are shared as well as interventions and additional personnel that are available to help struggling students</li> <li>• School Website- SIP, Title 1 Informational video, helpful curriculum links, information about state testing is posted</li> <li>• Student Progress Center is online for parents to view up-to-date student grades and assignments</li> <li>• Notices home- reminders of Family Nights/Activities that are related to the goals of the school</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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 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"/> Other</li> </ul>	<p><b>Items Needed:</b> Agendas Nicky Folders, Postage, copy paper, pens, markers, ink toner, lamination film</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• Teacher websites/newsletters- Every teacher sends home a weekly newsletter and updates teacher website weekly to keep parents informed of weekly skills, activities.</li> <li>• Teacher conference- on an as needed basis with students that may be struggling academically/behaviorally in the classroom</li> <li>• 3<sup>rd</sup> grade Test taking night- Parents will be informed of all standards to enhance their awareness of students' expectations for upcoming standardized tests. Parents will learn parenting tips that are necessary to ensure student success before and after standardized testing.</li> <li>• Life After Kindergarten/T-1 Meeting- Transitional First Grade and 1<sup>st</sup> grade curriculum are discussed and explained to parents of students exiting Kindergarten.</li> </ul>				
<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 LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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 checked="" type="checkbox"/> IDEA</li> <li><input checked="" 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"/> Other</li> </ul>	<p><b>Items Needed:</b> Postage, copy paper, pens, markers, ink toner, lamination film</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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*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.*

*In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Parent Coffee – administration provides overview of school handbook, Title 1 Budget, activities for the year, Counseling services, TAT, SAT, PTA. (August, 2018)</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,</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"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Copy paper</li> <li>Laminating film</li> <li>Card stock</li> <li>Postage envelopes</li> </ul>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Family Literacy and Social Studies Night – focus on reading strategies 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 new Social Studies standards and curriculum.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Copy paper</li> <li>Laminating film</li> <li>Card stock</li> <li>Stipends needed</li> </ul>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3: Math/Science Night</b></p> <ul style="list-style-type: none"> <li>STEM – Major content information, with focus on time, area, measurement and money sub claim goal.</li> <li>Parents will receive resources to be used at home, such as home/school activities, standards to be addressed and useful websites. (March 2018)</li> </ul>	<p><b>Goal(s):</b> 1,3,4</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"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Copy paper Laminating film Card stock Stipends needed</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Meet and Greet (August 2018) – students meet teachers, hand in supplies, parents receive information about school handbook, expectations, Title 1 SIP Plan/Goals and budget.</li> </ul>	<p><b>Goal(s):</b> 1,3,4</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"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Copy paper Laminating film Card stock Postage envelopes</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>Life After Kindergarten – Kindergarten parents are given information on curriculum expectations for the next grade level. (April 2018)</li> </ul>	<p><b>Goal(s):</b> 1.2,3,4</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></p> <p>Copy paper Laminating film Card stock</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p>



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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 6:</b> <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade Test Taking Tips – 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> 1,3,4	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Copy paper Laminating film Card stock	<b>Effectiveness Measure:</b> Spring 2019 survey  <b>Effectiveness Results:</b>

### 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>• 2 full time paras – K-2<sup>nd</sup> grade during intervention time to support workstations, BURST, 3<sup>rd</sup> grade to support Guide Books.</li> <li>• 3 part time paras - K-2<sup>nd</sup> grade during intervention time to support workstations, BURST, 3<sup>rd</sup> grade to support Guide Books.</li> <li>• ELA</li> </ul> <p><b>-Guaranteed Curriculum-</b> teachers use as guide</p> <p>-Ready Gen- K-2 grades</p> <p>-Guidebooks 2.0-3<sup>rd</sup> grade is completing “Louisiana Purchase” during the 2<sup>nd</sup> 9 weeks, and “Winn Dixie” in the 3<sup>rd</sup> 9 weeks.</p> <p><b>-Guided Reading-</b> all grades participate in guided reading groups during ELA time; approximately 30-40 minutes daily working with leveled readers/books.</p> <p><b>-Interactive Read-Alouds-</b> Kindergarten participates shared reading during shared reading daily about 10 minutes/day.</p>	<p><b>Goal(s):</b> 1,2,3,4</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"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Projectors Computers Document cameras Ink toner</p>	<p><b>Effectiveness Measure:</b> Postage, copy paper, pens, markers, ink toner, lamination film</p> <hr/> <p><b>Effectiveness Results:</b> Spring 2019 survey</p>

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<p>- <b>Interactive Writing</b>- Kindergarten participates in this during ELA times, writing together-interactive between teacher and child, about 10 minutes/day.</p> <p>-<b>Writing Through-out CES</b>- all grade levels write on the same topic monthly; this is for students to have a love for writing-quick “journal type” writings that focus on our social studies standards.</p> <ul style="list-style-type: none"> <li>• Math</li> </ul> <p>-<b>Eureka</b>- K-3 grades</p> <p>-<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.</p> <p>-<b>Math fluency/sprints</b>- implemented school wide with all grade levels daily, for usually one minute.</p> <p>-<b>Zearn and Xtra Math</b>- web based used during math stations</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> grade, diagnostic tool to identify students who need additional support or advancements in reading.</li> <li>• Common Weekly assessment</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>• Standard based assessment in Social Studies/Science</li> <li>• DRDP assessment in Kindergarten</li> <li>• Owl assessments in Pre-Kindergarten</li> <li>• My Teaching Strategies in Pre-Kindergarten</li> <li>• TS Gold in Pre-Kindergarten</li> <li>• SLTs- Student Learning Targets given twice a year (beginning and end of the year)</li> <li>• LEAP 2025 standardized</li> <li>• PLCs (Professional Learning Communities) collaboration – using common assessments to guide instruction.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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"/> Other</li> </ul>	<p><b>Items Needed:</b> DIBELS licenses iPads, copy paper, substitutes, Instructional Coach, Interventionist</p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b>  <b>ELA:</b> inclusion/resource setting                  2 full time paras and 2 part time paras – BURST based on intensive on DIBELS; small group instruction in classroom;                  Project Read  <b>Math:</b> inclusion/resource setting;                  Zearn;                  Xtra Math;                  Math models;                  Fluency/sprints;                  Anchor charts;                  manipulatives</p>	<p><b>Goal(s):</b> 3</p>	<p><b>Budgets</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</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>LEP teacher –serves K-3<sup>rd</sup> grade students pushes into classrooms, 5 days a week following teacher objectives, supporting student and administering the Fast Forward computer program – all depending on the individual need/level of the child.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Spring 2019 survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

**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</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</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 checked="" 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"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> DIBELS effectiveness chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <p>ELA</p> <ul style="list-style-type: none"> <li>BURST – 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, 2 full time paras and 2 part time paras (tutors) provide this intervention.</li> </ul> <p>MATH</p> <ul style="list-style-type: none"> <li>Zearn- individualized website instruction; students complete activities assigned and monitored by classroom teacher;</li> <li>Xtra Math - individualized website instruction; students complete activities assigned and monitored by classroom teacher</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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"/> Other</li> </ul>	<p><b>Items Needed:</b> BURST licenses iPads BURST Kits Para salary and benefits Instructional aides and benefits</p>	<p><b>Effectiveness Measure:</b> ELA- DIBELS effectiveness chart MATH- SLTs</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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; students are referred by the teacher on a child have academic/behavioral concerns. Prescript inventions are given to teacher to implement for 4 weeks, if unsuccessful change intervention or refer to SAT</li> <li>• SAT- (Student Assistance Team)- once a week. Parents/families, teacher, speech teacher, TRT (sped coordinator), guidance counselor, pupil appraisal representative meet to express concerns and interventions needed to ensure student success; students are referred to SAT after TAT has been proven unsuccessful for 4 weeks; TAT team refers to SAT</li> <li>• IEP- (Individualized Education Program)- if a SAT an evaluation is submitted and proves a disability is present, the IEP team, consisting of teacher, sped teacher, Guidance Counselor, Special Education Coordinator, pupil appraisal representative and family agree to an IEP for the child.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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 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"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>BURST          PARA salary and benefits          Instructional Aides salary and benefits          Kits          tablets</p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELS          TAT/SAT log          IEP meetings</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <p><b>ELA:</b> inclusion/resource setting          2 full time paras and 2 part time paras – BURST based on intensive on DIBELS; small group instruction in classroom;          Project Read</p> <p><b>Math:</b> inclusion/resource setting;          Zearn;          Xtra Math;          Math models;          Fluency/sprints</p>	<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"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Covington Elementary 2018-2019**

<p><b>Interventions Specific to English Learners:</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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies and science.</li> <li>LEP teacher –serves K-3<sup>rd</sup> grade students pushes into classrooms, 5 days a week following teacher objectives, supporting student and administering the Fast Forward computer program – all depending on the individual need/level of the child.</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"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Support and Extended Learning***

<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>Inclusion/co-teaching-special education students are included within the regular classroom setting; these classrooms have a regular education teacher/special education teacher instructing and a paraprofessional assisting with instruction.</li> <li>Enrichment programs offered during the school day include Music, Art, PE, Library. All are 40 minutes once a week with the exception of PE it is 30 minutes twice a week.</li> <li>Kids in Transition (KIT)- Federal program providing services to homeless families with services including tutoring, uniform assistance, housing assistance, transportation</li> <li>Supplemental and related services for students with disabilities include speech, OT, PT, APE, hearing/visual impaired.</li> <li>Enrichment programs for students who qualify include talented art, music, and drama are provided to our students as per IEP objectives. Services are offered at our campus or nearby campuses depending where program is offered.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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"/> Other	<p><b>Items Needed:</b> Materials for gifted enrichment lessons</p>	<p><b>Effectiveness Measure:</b> Attainment of goal, evaluation program handouts</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<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>• STAIR program- Start the Adventure in Reading; volunteers administer after school tutoring for students within 2<sup>nd</sup> grade that need additional reading support; students are recommended for the program by receiving a score of 20-48 on DIBELS (words correct score) and with parent consent; there are only 6 spots, so they are picked from the lowest; the program starts in October and runs through May takes place after school from 3:45-5:15</li> <li>• Fieldtrips- enhancing the curriculum by students being able to see real world examples of things learned and talked about within the classroom; fieldtrips include The Audubon Zoo, Honey Island Swamp, Discovery Center, City Hall, State Capitol, Pumpkin Patch, Liuzza’s Farm</li> <li>• Gifted Enrichment program</li> <li>• Before and Aftercare- homework support and learning activities</li> <li>• 21<sup>st</sup> Century</li> <li>• Boys and Girls Club-mentoring for at risk students</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input 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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> permission slips; DIBELS scores for 2<sup>nd</sup> grade.</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals, evaluation program handout 21<sup>st</sup> Century Parent/Teacher Survey; STAIR evaluations</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<b><i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i></b>				
<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> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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 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"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Outcome measure for MHPs</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>Sits on TAT/SAT 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</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 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"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> SAT log</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• Monthly PBIS (Positive Behavior Interventions and Support) committee meetings</li> <li>• Caught-YAs – Papers given to students for meeting one of the school wide expectations</li> <li>• Fishing lesson plans with powerpoints for teaching school wide expectations</li> <li>• PBIS Privilege Day monthly</li> <li>• Fun Freaky Friday weekly</li> <li>• RTI (Response to Intervention)</li> <li>• Check-In/Check-Out (PAWs)</li> <li>• Character Traits program- ppt/lessons- implemented by Guidance Counselor completed monthly</li> <li>• Buddy Bench on playground for those students who struggle with making friends</li> <li>• Fishing recess- incentive weekly extra 15-minute recess for students meeting weekly behavior goal. The goal comes from data identified from previous week’s behavior.</li> <li>• Morning Meeting- behavior goal, character traits, social skills instruction, and team building. Completed during the first 15 minutes of the day within the classrooms</li> <li>• Shooting for Success/Terrific Thursday- special privilege for students within 2<sup>nd</sup> and 3<sup>rd</sup> grade that exceed behavioral expectations for the week. One 15-minute extra recess with PE teacher weekly.</li> <li>• In-School Suspension- (part time para) used to exclude students from classroom but prevent out of school suspension. Social skills instruction and classroom work is completed.</li> </ul>		<p><b>Budgets used to support this activity:</b></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"/> 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>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<b>Transition Activities for Incoming and Outgoing Students:</b> <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.</li> <li>• Kindergarten parents/families are invited to a T-1/First Grade informational meeting at the end of the year to prepare for transition.</li> <li>• Pre-Kindergarten parents are invited to a Pre-K orientation before school starts to get acquainted with classroom and teacher.</li> <li>• All students PK-3<sup>rd</sup> are invited to a “Meet and Greet” before school starts to meet the teacher, classroom and bring school supplies.</li> <li>• Head Start Children beginning Kindergarten are given a tour of the school before enrolling.</li> </ul>	<b>Goal(s):</b> 	<b>Budgets used to support this activity:</b> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> 	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

**Professional Development**

<b>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:</b>				
<b>Professional Learning Communities (PLCs):</b> <ul style="list-style-type: none"> <li>• K-3 regular and special education meet 3 hours monthly (1.5 Math/1.5 ELA) Teacher led and includes data analysis of previous month student work. Backwards design for the upcoming months unit of study with emphasis on interventions based on data facilitated by Literacy Coach and Interventionist.</li> </ul>	<b>Goal(s):</b> 1,2,3,4	<b>Budgets used to support this activity:</b> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Substitutes for teachers, material	<b>Effectiveness Measure:</b> Exit tickets Attainment of goals
				<b>Effectiveness Results:</b>

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<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Early Childhood Coach- works with Pre-K teachers a few days a week</li> <li>• Curriculum Specialist supports Literacy Coaches, Interventionist, and TRT who in turn support teachers</li> <li>• Learning walks at other schools</li> <li>• Teacher Leader- attends Ready Gen monthly meetings and later redelivers information to school at PD</li> <li>• Social Studies teacher leader</li> <li>• Science textbook adoption committee member</li> <li>• Modeled lessons by Instructional Coach, with support and implementation of new curriculum.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets used to support this activity:</b></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"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Attainment of goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• 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.</li> <li>• Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Placement of Student Teachers from local universities</li> <li>• 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.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>
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## Covington Elementary 2018-2019

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

#### **McKinney Vento:**

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

#### **Food Services:**

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

#### **Special Education:**

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

#### **English as a Second Language (ESL):**

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

#### **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 a minimum of four 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 1)
- 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.

**2018-2019 Committee Members**

**School Improvement Planning Committee**

**Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP**

Members Include:

- Principal: Melissa Eason
- Assistant Principal: Kristy Winget
- Student: Hunter Pamplin
- Instructional Coach: Jamie Straughan
- Teacher: Lorraine Brennecke
- Teacher: Lauryn Faciane
- Teacher: Anna McDanell
- Parent/Family: Melody Bonney
- Parent/Family: Heather Labit
- Community Member: Rodney Hicks/Winn Dixie

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

Members Include:

- Principal: Melissa Eason
- Assistant Principal: Kristy Winget
- Student: Hunter Pamplin
- Instructional Coach: Jamie Straughan
- Teacher: Lorraine Brennecke
- Teacher: Anna McDanell
- Teacher: Lauryn Faciane
- Parent/Family: Melody Bonney
- Parent/Family: Heather Labit
- Parent/Family: Rodney Hicks/Winn Dixie