

2021-2024
SCHOOL ADVANCEMENT PLAN

Covington Elementary



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

Covington Elementary 2021-2024

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school’s data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
In 3rd grade, 74% of students were at or above benchmark level at the end of the 2020-2021 school year, according to the DIBELS assessment	In 1st grade, only 59% of students were at or above benchmark level at the end of the 2020-2021 school year according to the DIBELS assessment
According to the LEAP 2025 assessment from spring of 2021, ELA had the highest assessment index with 84.5%	According to the LEAP 2025 assessment from spring of 2021, Social Studies had the lowest assessment index with 41.4%, with 46 students scoring Approaching Basic and Unsatisfactory
According to the LEAP 2025 ELA assessment given in the spring of 2021, female, white, regular education students and non-economically disadvantaged students scored >90 (A)	According to the LEAP 2025 Social Studies assessment given in the spring of 2021, all subgroups scored <60 (D)
According to the LEAP 2025 ELA assessment given in the spring of 2021, 58% of students scored Advanced and Mastery in Literary Text	According to the LEAP 2025 ELA assessment given in the spring of 2021, 37% of students scored Approaching Basic and Unsatisfactory in Written Expression
	According to the LEAP 2025 Social Studies assessment given in the spring of 2021, 58% of students scored Approaching Basic and Unsatisfactory in Geography
According to the LEAP 2025 Math Assessment given in the spring of 2021, 52% of students scored Advanced and Mastery in Major Content	According to the LEAP 2025 Math Assessment given in the spring of 2021, 34% of students scored Approaching Basic and Unsatisfactory in Expressing Mathematical Reasoning
Students with Exceptionalities (SWE) received an index of 62.1 on the ELA LEAP 2025 assessment given in the spring of 2021	Students with Exceptionalities (SWE) received an index of 26.3 on the Social Studies LEAP 2025 assessment given in the spring of 2021
From 2018-2021, discipline referrals decreased from 188 to 58, which is a decrease of 130 referrals	During the 2020-2021 school year, 44 out of 58 of the discipline referrals, which is 76%, came from the location of the classroom
According to the ELPT results from the spring of 2021, students scored the highest in the Listening domain	According to the ELPT results from the spring of 2021, only 26% of students met or exceeded their English Proficiency Target

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1 From Spring 2021 to Spring 2024, K-3 students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8th by 6 percentage points each year as follows:

Grade	2021 EOY %	2022 EOY % Goal	2023 EOY % Goal	2024 EOY % Goal
K	68	74	80	86
1st	59	65	71	77
2nd	57	63	69	75
3rd	74	80	86	92

Instructional Focus:

- Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)
- Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.2)

Reading instruction is delivered employing whole group, small group, and individual instruction as needed. The minimum instructional minutes include:

- 2022 – 2023, 2023-2024 – CKLA in Knowledge and Skills (60 minutes for each) – K-2
- 2022 – 2023, 2023-2024 – Heggerty in PK-2 (15 minutes)
- 2022-2023, 2023-2024 – Handwriting in Pk-3 (15 minutes)

Resources needed:

K-2 Core Knowledge Language Arts (K-2)
 Heggerty (PK-3)
 Learning without Tears (PK-3)
 Louisiana Guidebooks (grade 3)
 Amplify Instruction
 Amplify Reading
 ARC Bookshelf
 IRLA manual and IRLA data targets (21-22)
 IRLA Foundational Skills Toolkit (21-22)
 IRLA books and book bins (21-22)

Team Reflection:

2021-2022 -Our ELA instructional coach focused on phonemic awareness in kindergarten classes. She piloted a phonemic awareness program, Heggerty, with teachers and students. Baseline data showed that students needed more support in rhyme production and final and medial sounds. From MOY scores, students increased their final and medial sound knowledge by 45%.

IRLA – Administration and coaches conducted learning walks during IRLA time to check the fidelity of the program in K-2 classes. From these walks, it was determined that providing power goals and small group instruction using the IRLA toolkits to target phonics skills was our next steps.

Covington Elementary 2021-2024

<ul style="list-style-type: none"> • 2021-2022, 2022-2023, 2023-2024 – Enrichment and Interventions which is Amplify, Project Read, Spire, FIRE, Amplify Reading – grade 3 (30 minutes) • 2021-2022, 2022-2023, 2023-2024 – Guidebook Framework – grade 3 – (85 minutes) • 2021-2022, 2022-2023, 2023-2024 – Focused Writing Instruction such as Writing Revolution – grade 3 (30 minutes) • 2021-2022, 2022-2023, 2023-2024 – Independent Reading to improve ORF – grade 3 (10 minutes) 	<p>Interactive Boards (21-22) Projection cameras Project Read Laminating machine (21-22) and film Pencil sharpeners Computers and headphones Printers with ink and toner Instructional materials Phonics materials: flashcards, letters, stamps, games Center/small group activities: letters, flashcards, games, dry erase boards, markers, erasers, blocks, puzzles, chalk Journals Chart paper and easel Sentence strips Highlighters Listening center Carpets Pencils Binders Dividers for binders Ipads and covers</p>	<p><u>2022 – 2023</u> – This year, MOY and EOY benchmarks were given a month earlier. <u>2023 – 2024</u> –</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Literacy Night (December) <ul style="list-style-type: none"> ○ Activity: Show parents and students how to navigate Amplify Reading 	<p>Resources needed: Amplify Reading ARC Bookshelf DIBELS Home Connect newsletter Louisiana Believes website Phonics stations activities</p>	<p>Number of Participants for Literacy Night: <u>2021- 2022</u> - 115 families <u>2022 – 2023</u> – 144 families <u>2023 – 2024</u> -</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>

Covington Elementary 2021-2024

<ul style="list-style-type: none"> ○ Activity: Read books using ARC Bookshelf and engage in extension activities ○ Activity: Phonological awareness and phonics stations ● CES Showcase (May): students showcase work from the year to parents and receive summer learning materials to remain engaged for the summer ● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results (consider linking to conferences for certain levels for 22-23) ● Posted on School Website: Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school. www.louisianabelieves.com/resources/library/literacy-library ● School Planners for our 3rd grade students – Communication to the parents to keep families informed of Homework and school events. 	<p>Computers Printers with ink and toner Communication folders Hand2Mind Literacy kits to be sent home (21-22) Bluetooth PA system to communicate to parents in the gym Student planners</p>	<p><u>2021 – 2022</u> - Exit tickets from parents were very positive. Most were excited they could come back on campus. Parents expressed that activities were fun for the students and students could easily complete them. Most parents enjoyed their time reading with their child. <u>2022 – 2023</u> – Exit surveys were given to the families and the feedback was very positive. Families loved the family time, chorus performance and activities. The only main negative feedback was parking. <u>2023 – 2024</u> -</p> <p><u>Number of Participants from CES Showcase:</u> <u>2021 – 2022</u> – About 150 parents <u>2022 – 2023</u> – About 190 parents <u>2023 – 2024</u> –</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey from CES Showcase:</u> <u>2021 – 2022</u> – Parents loved the opportunity to see the new building and see all the work their child has been working on all year. <u>2022 – 2023</u> –Parents enjoyed seeing the progress of their students and they were very impressed by our DIBELS results. <u>2023 – 2024</u> -</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Amplify Reading video with instructional coach on October 8, 2021 ● How to analyze DIBELS data and select-appropriate lessons in Amplify Instruction to maximize growth (interventionist and admin met with each teacher prior to interventions) ● District provided Project Read trainings 	<p>Resources needed:</p> <p>District provided trainings Amplify Reading video Plain Talk Conference (2022) Project Read materials IRLA materials and books Chart paper</p>	<p><u>Feedback from Teachers:</u></p> <p><u>2021 – 2022</u> - Teachers who participated in Plain Talk conference presented what they learned at our Professional Development day in March. All of our ELA Teachers who participated in these presentations stated that they learned the importance of using sound walls instead of word</p>

Covington Elementary 2021-2024

<ul style="list-style-type: none"> ● District IRLA professional development by American Reading Company (21-22) ● Plain Talk Conference ● <u>Shifting the Balance</u> book study (summer) <p>2022-2023</p> <ul style="list-style-type: none"> ● CKLA, Heggerty, Handwriting Without Tears roll-out (district level) ● Science of Reading (3rd grade and Admin.) ● SPIRE intervention (K-3 teachers) <p>2023-2024</p> <ul style="list-style-type: none"> ● By May 2023, all grade 3 reading, math, science, and social studies teachers will have participated and completed the course, Pathways to Proficient, provided by AIM Institute for Learning and Research. By May 2024, grades K-2 reading, math, science, and social studies teachers will have completed the same course. (K-3) 	<p>Markers <u>Shifting the Balance</u> book by Jan Burkins and Kari Yeates</p>	<p>walls. The focus of these presentations from Plain Talk were from the research from Science of Learning.</p> <p>About 20 teachers were trained in Project Read this year. 2022 – 2023 – Our third grade teachers participated in the Science of Reading course provided by AIM Institute. Ten teachers from grades K-3 were trained in SPIRE intervention. PreK- 2 teachers were trained in Heggerty. This year CKLA was introduced as a core curriculum for K-2 teachers. Professional development, learning walks, coaching and lesson planning were used to enhance teacher’s performance. PreK-2 teachers were trained in the Writing Without Tears curriculum.</p> <p>2023 – 2024 -</p>
<p>Follow Up and Support:</p> <p>2023-2024 Refer to the Triad of Instruction (Slides 2 and 3) and <i>Section 5 Interventions for At-Risk Students</i> or all available interventions and supports. Additional information can be also be found in STPPS District Literacy Plan.</p> <ul style="list-style-type: none"> ● Instructional Coach-provide support with foundational skills (CKLA Skills, Knowledge and Heggerty) planning, analyze DIBELS benchmark and progress monitoring and IRLA data (21-22) with teachers; provide support for ELA Guidebooks (grade 3) ● Instructional Coach/Interventionist-model foundational skills lessons; support with interventions such as Amplify, Project Read, SPIRE, FIRE (K-3) 		

Covington Elementary 2021-2024

<ul style="list-style-type: none"> ● Curriculum Specialist to provide support teachers with PD and observation feedback, as needed <p>PLCs will focus on:</p> <ol style="list-style-type: none"> 1. analyzing student reading growth using Amplify 2. analyzing student growth in IRLA (21-22) 3. plan for small group foundational skills instruction 4. analyzing student growth in Heggarty (22-23) 5. analyzing student growth in CKLA (22-23) 		
--	--	--

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
●	●	●												

Monitoring and Evaluating

<p>Assessments:</p> <ul style="list-style-type: none"> ● DIBELS 8 benchmark assessments (BOY, MOY, EOY) ● DIBELS 8 Progress Monitoring (Below Benchmark every 4 weeks, Well Below Benchmark every 2 weeks) ● IRLA initial assessment (21-22) ● IRLA tracking (21-22) <p>22-23</p> <ul style="list-style-type: none"> ● Project Read ● Heggerty ● CKLA TBD 	<p>Observations:</p> <ul style="list-style-type: none"> ● One member from the Instructional Leadership Team (ILT) will visit every K-2 classroom during their foundational skills time at least once a month to conduct a walkthrough using the NIET look for tool.
--	---

<p>Middle of the Year Monitoring Results/Areas for improvement:</p> <p>MOY DIBELS data:</p> <p>2021 – 2022:</p> <p>K – 47% at or above benchmark</p> <p>1st – 48% at or above benchmark</p>

Covington Elementary 2021-2024

2nd –52% at or above benchmark
3rd - 58% at or above benchmark
2022 – 2023:
K – 46% at or above benchmark
1st – 45% at or above benchmark
2nd – 56% at or above benchmark
3rd – 60% at or above benchmark

End of the Year Results:

2021 -2022:

K – 49% at or above benchmark: Missed goal by 19%

1st- 63% at or above benchmark: Met goal by 4%

2nd- 64% at or above benchmark: Met goal by 7%

3rd - 62% at or above benchmark: Missed goal by 12%

Although two grades did not meet their goal, every grade level made significant growth.

2022-2023:

K – 61% at or above benchmark: Missed goal by 19%

1st - 73 % at or above benchmark: Surpassed goal by 2%

2nd - 70% at or above benchmark: Surpassed goal by 1 %

3rd - 67% at or above benchmark: Missed goal by 19%

Goal #2

From Spring 2021 to Spring 2024, the percentage of students in 3rd grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of **Expressing Mathematical (Type II tasks)** will increase by 10 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	36%	46%	56%	66%

Covington Elementary 2021-2024

<p>Instructional Focus: We will express mathematical reasoning by constructing mathematical arguments and critiques (Eureka Application problems, RDW strategy, Facilitating Productive Mathematical Discussions/Discourse)</p> <p>2022-2023</p> <ul style="list-style-type: none"> ● Annotating Eureka lessons ● Adhering to all components of Eureka lessons as they are intended. 	<p>Resources needed: Great Minds Curriculum-inSync, Equip, Navigator, Affirm/Edulastic District Resources within Guaranteed Curriculum/Google Classrooms Interactive Boards (21-22) Projection cameras Laminating machine (21-22) and film Pencil sharpeners Pencil cases/pouches Computers and headphones Printers with ink and toner Instructional materials Math manipulatives, counters, fraction tiles, clocks, dice Math center activities: games, flashcards, dry erase boards and markers Chart paper and easel Binders</p>	<p>Team Reflection: <u>2021 – 2022</u> - Our math PLC focus was to enhance mathematical discussions during the application problem to increase mathematical reasoning in grades K-3. Results from our PLC BOY data to MOY data show student improvement in reasoning about application problems.</p> <p><u>2021 – 2022</u> - However, after our first Eureka learning walk visit, we noticed the lack of intentional mathematical discourse during the concept development of the lesson. Our new focus is to dissect the concept development during a PLC format for the purpose of promoting intentional student to student and teacher to student discourse.</p> <p><u>2022-2023</u>- After the learning walks and professional development, 100% of the teachers observed used the Eureka curriculum with fidelity. Our new focus is for teachers to be more strategic in their questioning and give specific feedback to improve student discourse.</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● (March) Winn Dixie Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language and how they could support at home to development mathematical communication 	<p>Resources needed: LDOE website station activities Nicky Communication folders Literacy kits to be sent home</p>	<p>Number of Participants: <u>2021 – 2022</u> - 130 families <u>2022 – 2023</u> – 125 families <u>2023 – 2024</u> -</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>

Covington Elementary 2021-2024

<ul style="list-style-type: none"> • (with each Module) Eureka Parent Support Information pages (communication about resource during Open House, newsletter) • Student planners for 3rd grade students to communicate with parents about homework and school events. 	<p>Student planners</p>	<p><u>2022 – 2023</u> - Most families expressed they enjoyed the event because of the location (Winn-Dixie). Most families enjoyed the spring math and science activities with their children.</p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> • Ongoing in PLCs: Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse • District provided Eureka Equip PD-October 8, 2021 • Reflex Math (21-23) • Zearn (21-22) <p>2022-2023</p> <ul style="list-style-type: none"> • Eureka PD provided by vendor 	<p>Resources needed:</p> <p>District Resources within Guaranteed Curriculum/Google Classrooms Equip Computers</p>	<p><u>Feedback from Teachers:</u></p> <p><u>2021 – 2022</u> - At the beginning of the school year, many of our professional development meetings in math were virtual. This made it a difficult to grasp new strategies. However, once we were able to meet again, 3rd grade teachers develop a plan with our math instructional coach to support the productive math discourse on lessons necessary to meet all standards.</p> <p>Instructional coach this year worked with teachers in grades K-3 supporting teachers and students in math discourse.</p> <p>Eureka learning walk was completed in February and results indicated a support need in concept development. In May, PD was given to teachers to identify key questions to elicit math discourse.</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Math Content Leaders model lessons • PLCs will focus on implementing the 5 Mathematical Practices for Productive Mathematical Discourse and analyzing the Application Problems across grade levels for expressing mathematical reasoning • Instructional Coach-Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work; coaching cycles with selected teachers <p>2022-2023</p> <ul style="list-style-type: none"> • Curriculum Specialist support, as needed 		<p><u>2022-2023</u>- This year, teachers had support from Great Minds curriculum consultants that provided support through learning walks and customized coaching in concept development. Administration followed up with another walk through and one on one coaching from our instructional coach. Administration and teachers were trained in Eureka Squared in March and April.</p>												
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
•	•	•												

Monitoring and Evaluating

Assessments:

- EOY: 3rd Grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 Diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks
- Assessment Items specifically focused on Expressing Mathematical Reasoning (K-2 Benchmark assessment items)
- Observational Assessment Items within Equip to support justifications and explanations
- Eureka mid-module and end-of-module assessments

Observations:

- One member from the Instructional Leadership Team will visit every K-3rd grade math classroom at least once a month to conduct a snapshot using the *NIET* “math Look for checklist”

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022 - 3rd grade Interim assessment – 70% was the average score for all 3rd grade students taking the LEAP 360 Interim assessment. 3rd grade Diagnostic average score was 45%. This is a 25% increase overall. More work needed in expressing mathematical reasoning.
 2022-2023 - 3rd grade Interim assessment – 60% was the average score for all 3rd grade students taking the LEAP 360 Interim assessment. 3rd grade Diagnostic average score was 41%. This is a 19% increase overall. Mathematical Reasoning average for 3rd grade was 55%.

End of the Year Results:

2021-2022 3rd grade LEAP results – 39% of the 3rd grade students scored at or above benchmark on Expressing Mathematical Thinking (Type II task)
2022-2023 3rd grade LEAP results - 48% of the 3rd grade students scored at or above benchmark on Expressing Mathematical Thinking (Type II task)

Goal #3

From Spring 2021 to Spring 2024, the percentage of students scoring Mastery or Above on the Social Studies LEAP Assessment will increase 10% points each year, by using the STPPS Curriculum during the scheduled 45 minutes.

Grade	2021 Score	2022 Score	2023 Score	2024 Score
3rd	23%	33%	43%	53%

Covington Elementary 2021-2024

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Honor the time in schedule to teach social studies in all grades using STPPS Curriculum Inquiry Based Instruction ● Black History Month projects in February ● Use social studies resources through our social studies curriculum specialist google classroom page. 	<p>Resources needed:</p> <p>Guaranteed Curriculum Lesson plans Interactive Boards Projection cameras Instructional materials Science experiment materials Science kits and STEM activities Social studies games Science games Maps Poster boards for projects</p>	<p>Team Reflection:</p> <p><u>2021- 2022</u> - A survey was given to teachers on how much time was given to social studies content. Results from the survey indicated that most teachers spend 3-5 days using their social studies time for teaching social studies content.</p> <p><u>2022- 2023</u>- A survey was given to teachers asking which resources were most utilized to address Social studies standards.</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night (ELA and Social Studies): <ul style="list-style-type: none"> ○ Understanding the importance of critical thinking in order to build an informed opinion ● Understanding the shifts in social studies instruction (literacy night) <p>2022 – 2023 – Mardi Gras parade and review of S.S. standards</p> <ul style="list-style-type: none"> ● Student planners to communicate with parents about homework and school events. 	<p>Resources needed:</p> <p>Guarantee curriculum LDOE website Nicky Communication folders Bluetooth PA speaker to communicate to parents in the gym Student planners</p>	<p>Number of Participants:</p> <p><u>2021 – 2022</u> - 150 families <u>2022 – 2023</u> – 190 families (Mardi Gras parade event) <u>2023 – 2024</u> -</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p><u>2021 – 2022</u> - Exit tickets from parents were very positive. Most were excited they could come back on campus. Parents expressed activities were fun for the students and students could easily complete them. Most parents enjoyed their time reading with their child.</p> <p><u>2022 – 2023</u>- Surveys from parents from the Mardi Gras parade event addressed what traditions our families at CES celebrate. The majority of our families celebrate Mardi Gras along with Jazz Fest, Three Rivers Art Festival and the Strawberry Festival.</p>

End of the Year Results:
2021 – 2022 – 34% of 3rd grade students scored at or above mastery on the 2025 LEAP test. This is an 11% increase. This goal was met!
 2022-2023 – 24% of 3rd grade students scored at or above mastery on the 2025 LEAP test. This is an 10% decrease.

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

Goal #1 (Discipline):
 From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
4.9	3.9	2.9	1.9

<p>Tier 1 (School wide):</p> <ul style="list-style-type: none"> ● Morning Meeting ● PBIS-Fun Freaky Friday; monthly rewards; Caught Ya’s; end-of-the-year reward; Golden Spatula award (cafeteria); extra Fri-Yay recess for students who had zero behavior forms ● Classroom Management Plan submitted to admin at BOY ● Terrific Kids ● Second Steps 	<p>Resources needed:</p> <p>Schedule time to plan Develop and collaborate-set times to conduct data reviews Team staffing Parent engagement activities Observations Instructional Materials</p>	<p>Team Reflection:</p> <p><u>2021 – 2022</u> - Monthly minor form data shows kindergarten and first grade students were often written up for minor incidences such as defiance and or violation of classroom rules. Our consequence from the teacher was most often student conference and/or reteach expectation.</p> <p>All of our FBA/BIPS developed this year came from our pre-k and kindergarten grades.</p>
--	---	--

Covington Elementary 2021-2024

<ul style="list-style-type: none"> ● Monthly Character Traits ● Supported Counseling ● Weekly Broadcast with Principal 	<p>Ring pops for Fun Freaky Friday Binders Sensory Room items (sensory sound boards, Sensory panels, sound and light panel, fidgets) Bluetooth PA system to communicate to parents at Terrific Kid breakfast.</p>	
<p>Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Calming corners ● Check-In/Check-Out ● Parent Conferences ● Behavior Contracts ● Mental Health Counseling Services Individual and Groups ● Small group counseling groups ● Sensory Room for calming space 	<p>Social-emotional items for Tier 3 behavior education: Social-emotional lesson and activity books, workbooks, board games, emotions game, flashcards, behavior pocket charts, feelings flipchart, growth mindset activities book, timers, weighted lap pad, storage totes and lids</p>	<p><u>2022-2023</u>- For the 1st nine weeks, 107 minor forms were written with the majority of them for violation of classroom rules and disruption of learning environment. For the 2nd nine weeks, 129 minor forms were written with the majority also being for violation of classroom rules and disruption of learning environment. For the 3rd nine weeks, 129 minor forms were written with the majority being for putting hands and feet on others and disruption of the learning environment.</p>
<p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● FBA and BIP ● Safety Plan ● Mental Health Counseling Services Individual and Group ● FINS (Families in need of services referral) ● Sensory Room for calming space 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Terrific Kid breakfast ● Beginning of the year parent coffee <p>2022-2023</p> <p>Leader in Me</p>	<p>Resources needed:</p> <p>Schedule time to plan Develop and collaborate- set times to conduct data reviews Team staffing Parent engagement activities Observations</p>	<p>Participation Outcome:</p> <p><u>2021 – 2022</u> - 100 families <u>2022 – 2023</u> – 43 families (beginning of year parent coffee) <u>2023 – 2024</u> -</p> <p>Parent Feedback/Exit Tickets/Survey:</p> <p><u>2021 – 2022</u> – Terrific Kid breakfast was done virtually this year due to Covid. Parents are hoping</p>

Covington Elementary 2021-2024

	<p>Communication folders Literacy Home Learning packs</p>	<p>to be able to come in person for next year. 2022-2022-2023- At the parent coffee/breakfast, parents asked about our ELEVATE after school program. They also asked about getting Fishing Tickets (good behavior tickets) for home that can be used at school.</p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Morning Meeting refresher ● CLASS-Emotional Support and Classroom Organization ● Emotional Poverty ● NCI training ● District Team Builder <p>2022-2023</p> <ul style="list-style-type: none"> ● Bucket filler refresher/PBIS 	<p>Resources needed:</p> <p>Schedule time to plan Develop and collaborate-set times to conduct data reviews Team staffing Parent engagement activities Observations Morning Meeting books Emotional Poverty books and online resources Interactive boards Projection cameras</p>	<p>Feedback from Teachers:</p> <p>2021 – 2022 – Morning Meeting is a great way to get the kids excited and ready to learn. It’s a great way to teach social skills, communication skills. It helps prepare them for listening and speaking standards. PBIS is a great way to motivate students to make good choices.</p> <p>2022-2023- We added fun, themed stations to our PBIS quarterly celebration. Feedback from teachers was to continue the stations because it was organized and fun for all! Teachers are all in for the new discipline model – Leader In Me for the 23-24 school year.</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan ● PBIS data analysis and follow up and support to the areas most in need ● Classroom Observations-Proactive Classroom Management Plan ● Coaching 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*	*													
<p>Data used to Monitor and Evaluate Goal:</p> <ul style="list-style-type: none"> ● Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others 														

Covington Elementary 2021-2024

- School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys

Middle of the Year Monitoring Results/Areas for Improvement:

2021 – 2022 From Aug. 21 to Feb. 22, 3.6% of students received discipline referrals.

In the month of October, 90 minor forms were written, and in the month of January 58 minor forms were written. That is a 68% decrease in minor forms.

2022 – 2023 – From Aug. 8 to Dec. 16, 3% of students received discipline referrals.

2023 – 2024 -

End of the Year Results:

2021 – 2022 - From Aug. 2021 to May 2022, 4.5 % of students received discipline referrals. In the month of October, 90 minor forms were written, and in the month of April there were 52 minor forms written. That is a 58% decrease in minor forms for the school year.

From Feb. 23- May 12, 7 students received discipline referrals for incidences that happened in school.

2022 – 2023 - From Aug. 2022 to May 2023, 4.5 % of students received discipline referrals From Jan. to May, 4 % of students received discipline referrals. A 1% increase from the fall. 7 students were out-of-school suspended in the fall of 2022 and this number dropped by 1 in the spring of 2023.

2023 – 2024 -

STUDENTS WITH EXCEPTIONALITIES

- Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ___ points each year as follows:

*Data will be entered upon LDOE release of SPS for SWE student group.

2020-2021	2021-2022	2022-2023	2023-2024
SPS	SPS	SPS	SPS

Describe policies and practices to identify disabilities early and accurately:

- Teacher Assistance Team meetings
- School Building Level Committee meetings
- IRP-3 data collection

Team Reflection:

2021 – 2022 - The TAT and SBLC committee met weekly to review support needs for students. Data was collected and 27 out of 63 students were referred for evaluation.

Covington Elementary 2021-2024

	<p>There were 65 students referred to TAT.</p> <p><u>2022 – 2023</u> – The TAT and SBLC committee continued to meet weekly to review support needs for students. Data was collected and 73 students were referred to SBLC. Out of those 73 students, 67 were referred for evaluation and 6 were referred to 504.</p> <p>There were 35 students referred to TAT.</p> <p><u>2023 – 2024</u> -</p>	
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> • Common planning time • Common PLC meetings 	<p><u>Team Reflection:</u></p> <p><u>2021 – 2022</u> - SWE teachers participated with general ed. teachers in PLC to collaborate on math and ELA content.</p> <p><u>2022 – 2023</u> – SWE teachers participated with general ed. teachers in PLC to collaborate on math and ELA content.</p> <p><u>2023 – 2024</u> -</p>	
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> • IRLA (21-22) , Ready Gen (21-22), CKLA, Guidebooks, Unique Learning, Amplify Reading, Writing Revolution, Eureka Math, Eureka Equip, Reflex Math 	<p>Resources needed:</p> <p>IRLA manuals and toolkits Ready Gen - Scaffolded Strategies Handbook Louisiana Believes State Planning document Guaranteed Curriculum Chromebooks Amplify program Instructional Coaches Eureka materials Eureka Equip program Reflex Math Interactive Boards Projection cameras</p>	<p><u>Team Reflection:</u></p> <p><u>2021 – 2022</u> - All students received instruction using our Tier I curriculums. Students that showed below and well below benchmark on DIBELS received a 30 minute Tier 2 intervention which included Project Read, Amplify, or IRLA.</p> <p><u>2022 – 2023</u> – All students received instruction using our Tier I curriculums. Students that showed below and well below benchmark on DIBELS received a 30 minute Tier 2 intervention which included Project Read, Amplify, or SPIRE.</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> • Amplify Instruction, IRLA (21-22), Project Read, Guidebook support, Eureka Equip, Zearn (21-22), Reflex Math 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> • Amplify Instruction, IRLA (21-22), Project Read, PCI, Eureka Equip, Zearn (21-22), Reflex Math, SPIRE 		<p><u>2023 – 2024</u> -</p>

Covington Elementary 2021-2024

Unique Learning materials: craft sticks, glitter, toothpicks, card stock, paint, gel sticks, cardstock, colored paper, crayons, modeling clay, paintbrush, craft fluff ball, all about me set
Instructional Materials, paint sticks
Weighted items: blankets, desks, vest, pillows
Specialized seating: swivel chairs, wiggle chairs, lap desks, motion stools, bands, bean bags, carpets, chair socks, mats
Math manipulatives, games, counters, Math flipcart, tactile numbers
Vision support: reading rulers, magnifiers, large paper, raised paper
Phonics materials: letters, magnets, stamps, puzzles, sponges, tactile letters
Sign language materials
Sensory/tactile materials: fidgets, timers, light cubes, lights, lamps, letters, cards, squishy items, clay, play-doh, headphones, sand, rice, Velcro items, sticky back coins, ooze tubes, calming kit, play sensory discs, sensory bracelets, gel

Covington Elementary 2021-2024

	<p>beads, safe hearing earmuffs, sound and light panels, sensory panels Center/station materials: animals, kitchen play, play food, figurines, dollhouse, puzzles and racks, Brain toys, scribble and play boards STEM items and activity sets Listening center Whisper phones Carpet Emotion photo cards Sporttime: gradeall set and quadball set, beanbag frogs Printers with ink Ipads and covers</p>	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Math/Science Night ● ELA/Social Studies Night ● LEAP parent night – discussion with parents with students with accommodations 	<p>Resources needed: Math, Science, ELA and SS standards and station materials Communication folders Literacy Kits to be sent home</p>	<p>Participation Outcome: <u>2021 – 2022</u> - 150-130 families <u>2022 – 2023</u> – 125-175 families <u>2023 – 2024</u> -</p> <p>Parent Feedback/Exit Tickets/Survey: <u>2021 – 2022</u> Exit tickets from parents were very positive. Most were excited they could come back on campus. Parents expressed that activities were fun for the students and students could easily complete them. Most parents enjoyed their time reading with their child. <u>2022 – 2023</u> – Parents were excited to see progress in reading and also expressed concern on how to help their child with math and reading during IEP</p>

Covington Elementary 2021-2024

		meetings. They want to see continue growth from their child but also want ideas on how to help them at home. <u>2023 – 2024 -</u>
<p>Professional Development:</p> <ul style="list-style-type: none"> • Writing Revolution, Project Read, Amplify, Ready Gen (21-22), IRLA (21-22), Eureka Math, Eureka Equip, Mathematical Practices, Monthly SWE meetings with consultant, Reflex Math, Lesson planning/unit planning, Zearn (21-22), DIBELS, Unique Learning, Accountable talk, mathematical discussion, SPIRE, CKLA 	<p>Resources needed:</p> <p>Project Read materials Writing Revolution materials Amplify program Ready Gen manuals Eureka manuals Equip program Reflex Math program Math Content Leaders Instructional Coaches Math Curriculum specialist</p>	<p>Feedback from Teachers:</p> <p><u>2021 – 2022</u> - 20 new teachers were trained using the multisensory intervention – Project Read.</p> <p>Monthly SWE meetings to review new protocols and collaborate with each other was beneficial for new SWE teachers.</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Leadership Team Walk throughs and Look for • ELA and Math Content Leader Module Support and Training • Model lessons - Instructional Coaches • Analyzing assessments, feedback and next steps • Purposeful planning for student tracking toward progress of standards and IEP goals 		<p>Instructional coaches modeled lessons in SWE classes and provided scaffolded lessons to support SWE students.</p> <p><u>2022 – 2023</u> – 10 teachers and 1 interventionist were trained in SPIRE.</p> <p>Monthly SWE meetings to review new protocols and collaborate with each other was beneficial for new SWE teachers.</p> <p><u>2023 – 2024 -</u></p>

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
•	•	•												

Data used to Evaluate Goal:
 LEAP and LEAP Connect
 Student Learning Targets
 Progress Reports

Middle of the Year Monitoring Results/Areas for Improvement:
2021 – 2022
 1st grade SWE students, 89% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 11% from BOY to MOY.
 2nd grade SWE students, 84% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 7% from BOY to MOY.
 3rd grade SWE students, 78% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 1% from BOY to MOY.

Covington Elementary 2021-2024

2022 – 2023

Kindergarten SWE students, 72% were below benchmark at BOY DIBELS test. The number of students below benchmark increased by 8% (72% to 80%) from BOY to MOY.

1st grade SWE students, 67% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 4% (67% to 63%) from BOY to MOY.

2nd grade SWE students, 66% were below benchmark at BOY DIBELS test. The number of students below benchmark increased by 4% (66% to 70%) from BOY to MOY.

3rd grade SWE students, 68% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 1% (68% to 67%) from BOY to MOY.

2023 – 2024

End of the Year Results:

2021 – 2022 -

1st grade SWE students, 89% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 11% from BOY to EOY.

2nd grade SWE students, 84% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 13% from BOY to EOY.

3rd grade SWE students, 78% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 9% from BOY to EOY.

2022 – 2023 –

1st grade SWE students, 65% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 18% from BOY to EOY.

2nd grade SWE students, 66% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 6% from BOY to EOY.

3rd grade SWE students, 67% were below benchmark at BOY DIBELS test. The number of students below benchmark decreased by 2% from BOY to EOY.

2023 – 2024 -

ENGLISH LEARNERS

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.*

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

Supports and Strategies in Tier 1 (Core Instruction):

Resources needed:

Team Reflection:

Covington Elementary 2021-2024

<ul style="list-style-type: none"> ● The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards <ul style="list-style-type: none"> ○ Grades K-6: full English language immersion with push-in support 	<p>EL Outreach documents for families, i.e., provide school information</p> <p>Provide school information in parents' native language</p> <p>Robocalls</p> <p>Summer Learning Brochure</p>	<p><u>2021 – 2022</u> -</p> <p>This year, our ELL paraprofessional, exceeded our expectations in servicing our ELL population. Our ELL para worked with students in grades K-3 and used Tier II and III interventions when DIBELS scores indicated a need. Our ELL para provided monthly newsletters to teachers and provided nine weeks progress reports in English and Spanish for families. Throughout the school year, Spanish translated documents were sent home to our ELL families. About upcoming events.</p> <p>2022 – 2023 – This year, our ELL paraprofessional, exceeded our expectations again in servicing our ELL population. Our ELL para worked with students in grades K-3 and used Tier II and III interventions when DIBELS scores indicated a need. Our ELL para provided monthly newsletters to teachers and provided nine weeks progress reports in English and Spanish for families. Throughout the school year, Spanish translated documents were sent home to our ELL families about upcoming events. In addition to having a ELL para, we also had an interpreter on campus to support our ELL students and families. She was an asset in communicating with our ELL community and also supported our kindergarten students in the classroom.</p> <p>2023 – 2024 -</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Fast ForWord/Reading Assistant ● IRLA (supplement to core classroom instruction) ● Amplify 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Project Read ● IRLA (supplement to core classroom instruction) – 3rd grade ● Amplify 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing) ● Math and Science night ● Literacy and Social Studies night ● Summer Learning Materials distributed for EL students 	<p>Resources needed:</p> <p>EL Outreach documents for families, i.e., provide school information</p> <p>Provide school information in parents' native language</p> <p>Robo calls</p>	<p>Participation Outcome:</p> <p><u>2021 – 2022</u> - 10 ELL families – M&S night. Instructions for the activities were provided in Spanish, as well as letters explaining how to help your child with Reading, Math, Science and Social Studies at home.</p> <p><u>2022 – 2023</u> – 11 ELL families joined our Math and Science night. 30 families joined our CES Showcase event.</p>

Covington Elementary 2021-2024

<ul style="list-style-type: none"> • CES Showcase 	Summer Learning Brochure Communication folders Literacy Learning packs	<u>2023 – 2024 -</u> Parent Feedback/Exit Tickets/Survey: <u>2021 – 2022</u> - Appreciative of the translated documents <u>2022 – 2023</u> – appreciate having Spanish interpreters in our school for communication <u>2023 – 2024 -</u>												
<p>Professional Development:</p> <ul style="list-style-type: none"> • Project Read for EL para • Identification of ELs and language proficiency levels differentiating instruction • Modifying curriculum to be more accessible to EL students • Understanding and using LEP accommodations effectively • SBLC considerations for EL learners (environmental, language, and cultural) <p>2022-2023</p> <ul style="list-style-type: none"> • Lynn Upchurch to present to faculty in PLC re: EL do’s and don’ts 	<p>Resources needed:</p> EL Outreach documents for families, i.e., provide school information Provide school information in parents’ native language Robo calls Summer Learning Brochure	<p>Feedback from Teachers:</p> <u>2021 – 2022</u> - It has been great having a full time ESL para to assist with the student’s needs. The newsletters that were sent give helpful hints for them to use in their classroom as well. <u>2022 – 2023</u> – Many expressed the asset our ELL para is to our ELL students. The scores from our ELL students is a direct reflection on how much the para worked with the students. <u>2023 – 2024 -</u>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Danielle Fury meets with classroom teacher upon request to provide interventions for the classroom 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
•	•	•												
<p>Data used to Evaluate Goal:</p> <ul style="list-style-type: none"> • ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana • ELPT-administered every February • LEAP/LEAP Connect 														

Covington Elementary 2021-2024

Middle of the Year Monitoring Results/Areas for Improvement:

2021 – 2022 -From BOY DIBELS composite scores to MOY DIBELS composite scores,11 out of 35 (31%) ELL students increased a composite level.

2022 – 2023 – ELL students scoring below benchmark on BOY DIBELS were 71%, and it decreased to 66% on the MOY DIBELS.

2023 – 2024 -

End of the Year Results:

2021 – 2022 - ELPT scores

At BOY DIBELS 83% of EL students were below benchmark. At EOY DIBELS, 59% of EL students were below benchmark. That is a 24% decrease in below benchmark students.

2022 – 2023 – ELL students scoring below benchmark on BOY DIBELS were 71%, and it decreased to 63% on the EOY DIBELS.

ELPT Scores: 17 students went up a complete level which consists of 4 domains(Listening,Reading,Speaking,Writing)

3 students didn't go up due to the speaking domain (shyness, lack of confidence)

18 students this was their baseline score - first time taking ELPT, our Newcomer's or non-English speaking students

9 students did not show growth - 2 of which came from other schools in the state, 2 jumped 2 levels last school year

2023 – 2024 -

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- Home Connect for DIBELS sent home at the beginning of the year.
- Google Classroom where newsletters, announcements and assignments can be found.
- Classroom newsletters that indicate tests, lessons, skills and upcoming events for the week.
- Teacher Websites-JPAMS – Weekly grades can be found here as well as
- Weekly test folders

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Parent Teacher Association-PTA website and Facebook page
- Parent Family Engagement surveys
- Title 1 survey

Resources Needed to Support Parent and Family Engagement:

- PTA Facebook page
- PTA board (members)
- School website
- Parent/Family engagement materials
- Communication folders
- Literacy Kits to be sent home

Covington Elementary 2021-2024

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
•	•	•												

Team Reflection:

2021 – 2022 - From Nov.-Dec. schools were open to parents and visitors. We were able to have about 3 parent in person events during that time. Literacy Night, PTA event, and visitors during holiday festivities.

2022 – 2023 – This year our PTA hosted 2 new parent/family events. Our PTA hosted a dad and mom breakfast. The dad breakfast took place in February while the mom breakfast took place in May. Our school hosted PFE events almost every month. We hosted our in-person Meet and Greet in August. We then had our grandparent’s lunch in September. In October, we continued our tradition with our Just Say No Walk and Rally. In November, we honored our Veterans and invited veterans in our community to join our celebration. In December, we hosted our annual Literacy Night. In February, we hosted our Mardi Gras parade, and in March was our Math and Science Night. We invited our parents to our Field Day in April and in May we showcased our yearly work to parents at our CES Showcase. At our CES showcase, administration reviewed the SAP goals and the progress we were making towards those goals.

2023 – 2024 -

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- LEAP scores
- DIBELS Assessments (BOY, MOY, EOY)
- Readiness Diagnostic Assessments
- IRLA (21-22)
- Equip

To monitor the interventions:

- Progress monitor in DIBELS
- IRLA (21-22)
- IRP-3 (tracking interventions)
- Tutors-weekly tracking documents

Describe how the school ensures that interventions do not replace core instruction:

- 30 minutes set aside daily for every grade level (K-3)

Interventions/programs available for students in need (include grade levels and skills addressed):

- Project Read (K-3rd; Phonics)
- Amplify Instruction (K-3rd; DIBELS skills)
- Zearn (K-3rd; Math skills)
- Equip (1-3rd; Math skills)
- IRLA (K-3rd; Phonics and Reading)

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- TRT/Interventionist/Admin monitor MCLASS data to ensure progress monitoring is completed every two weeks for Well-Below Benchmark and every 4 weeks for Below Benchmark students

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
---------	-----	----------	-----	------	-----------	----------	---------	-----	-------	-----	-----	-------	-----	-------

Covington Elementary 2021-2024

Resources Needed to Support Interventions:

- Tutors
- Interventionists
- IRLA Tool Kits
- Project Read manuals and materials
- Great Minds-Equip
- Zearn computer program
- Ipads and covers

Middle of the Year Monitoring Results:

2021 - 2022

K – BOY at risk was 76%, MOY 53% at risk.

1st – BOY at risk students was 59%, MOY was 52%

2nd – BOY at risk 59%, MOY 48% at risk

3rd – BOY at risk 43%, MOY 42% at risk

2022 – 2023 – DIBELS

K- BOY at risk was 73%, MOY 54% at risk.

1st – BOY at risk students was 61%, MOY was 45%

2nd – BOY at risk 42%, MOY 44% at risk

3rd – BOY at risk 36%, MOY 40% at risk

2023 – 2024 -

End of the Year Results:

2021 – 2022 –

K - EOY 51% at risk

1st - EOY 37% at risk

2nd - EOY 36% at risk

3rd – EOY 38% at risk

Every grade level decreased the percentage of students at risk from BOY to EOY

2022 – 2023 –

K - EOY 41% at risk

1st - EOY 26% at risk

2nd - EOY 29% at risk

3rd – EOY 33% at risk

2023 – 2024 -

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- Art
- Music
- Strings
- Physical Education
- Library
- Field trips
- Science
- Social Studies
- PK Learning Activity Centers
- Lego Robotic Club (22-23)
- Chorus Club (22-23)

Resources needed:

Teachers
 Music Instruments, listening center, visuals (play food, puppets) to accompany Music lessons
 PE equipment: Balls, bean bags
 Community resources
 Library books, center activities, tape to fix books, labels, storage baskets
 Art supplies, carpets for learning/sitting/grouping, tactile cards
 Buses for field trips
 Science Activity kits
 Science magnets, liter cubes, metric weight set, jumper cords, snap circuits
 S.S. maps and hangers
 Kitchen set, barn set, fidget sets, calming sensory sets

Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):

- 21st Century (21-22)
- Before and After School Care (homework, tutoring as needed)

2022-2023

- Elevate After School Learning
- Before and After School Care (homework, tutoring as needed)

Resources needed:

2022 – 2023 -Teachers, coordinator for Elevate

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
●														

Covington Elementary 2021-2024

List programs that need to be evaluated and what data will be used to monitor and evaluate:

- 21st Century can be evaluated; IRLA and DIBELS data is given to assist students with after-school learning opportunities

Middle of the Year Monitoring Results/Areas for Improvement:

21-22 Teachers report that students who attended After Care had a high completion rate for Homework.

22-23 – Elevate students DIBELS results – Students below benchmark in Elevate was 73% at BOY, and now in the MOY it is 56% below benchmark.

End of the Year Results:

Before/after care survey showed that parents were very pleased with our program.

22-23 Elevate students DIBELS results - Elevate students DIBELS results – Students below benchmark in Elevate was 56% at MOY, and now in the EOY it is 34% below benchmark. Our Elevate program is supporting our students in literacy.

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s):

- Individual and Group Counseling
- Social Stories/Skills

Resources needed:

MHP

Services Provided by Counselor(s):

- Individual and Group Counseling
- Sexual Abuse lessons
- Monthly Character Traits
- Organizes Terrific Kids

Resources needed:

Counselor

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
●	●	●												

Team Reflection:

2021 – 2022 - Our counselor visited every classroom to present a sexual abuse lesson. She also meets with students weekly on an individual basis to do counseling and social skills lessons. She heads up the Terrific Kid program and Check in/Check out program.

Covington Elementary 2021-2024

Our MHP meets with students weekly to address social skills and counseling. Monthly character trait paragraphs are read on the announcements each morning. Next year, we will tie Terrific Kid and Fun Freaky Friday to the character traits. 2022 – 2023 - Our counselor visited every classroom to present a sexual abuse lesson. She also meets with students weekly on an individual basis to do counseling and social skills lessons. She heads up the Terrific Kid program and Check in/Check out program. Our MHP meets with students weekly to address social skills and counseling. Monthly character trait paragraphs are read on the announcements each morning. Next year, we will transition into the 7 Habits of Highly Effective People – Leader In Me. 2023 – 2024 -

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

<p>Transition Activities for Students:</p> <ul style="list-style-type: none"> ● (May) 3rd grade students visit Pine View Middle School for a transition day ● (August) Meet and Greet ● (September) Open House ● (August) Parent Coffee ● Parent/student tour of SWE classrooms (all year) 	<p>Resources needed: Parent resources Google Classroom</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Meet and Greet/ Parent Coffee ● LEAP Testing tips meeting with transition tips for Middle School 	<p>Resources needed: Station activities LDOE website</p>

Participation Results:
2021 – 2022 – 20 Parents attended the LEAP testing tips meeting.
2022-23 – WE had about 75 families attend. We added a chorus performance which boosting attendance by our parents.

Feedback from Parents/Families:
2021 – 2022 - Parents appreciated the testing tips and would like for Pine View admin to attend next time to get information about middle school.

Covington Elementary 2021-2024

2022-2023 Parents appreciated the testing tips and information about IEPs and accommodations for those students.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*	*													

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

Describe the structure/make-up of your PLC groups:

- Teachers are divided into cross grade level (21-22) (Kindergarten and first; second and third) and subject areas

Resources needed:

Substitutes
Instructional Coaches
Data (DIBELS progress monitoring; math work samples-Application Problems; writing samples)

Describe the format of your PLC groups (When? How often? How long?):

- PLCs are during the school day, once a month, for one and a half hours

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
●	●	●												

Middle of the Year Reflection/Areas for Improvement:

2021 – 2022 - Analyzing data has helped drive our instruction. It's been good to talk and meet with the grade above or below us to see where kids are coming from and where they need to go.

2022 – 2023 – Analyzing the data has helped drive our instruction. The Eureka walk-throughs helped facilitate discussions on how to improve instruction in the math classroom.

2023 – 2024 -

End of the Year Feedback from Teachers:

2021 – 2022 - Teachers enjoyed meeting with other teachers from other grade levels. Reviewing and discussing data was beneficial. However, it was difficult to find time to share with other members of the grade level the information presented.

2022 – 2023 – Teachers enjoyed meeting with their grade group. Reviewing and discussing data was beneficial. ELA walk-through for the spring semester also helped facilitate discussions on how to better instruct reading foundations. Our 1st grade group analyzed data based on the pausing points on reading comprehension, and our 2nd grade teachers analyzed data based on progress monitoring using MAZE. Our 3rd grade group began progress monitoring ORF for all students and charting their progress. Students who were in danger of not meeting benchmark made gains from the MOY to EOY.

2023 – 2024 -

Areas for Improvement:

2021 – 2022 - Next year, teachers would like to go back to meeting with everyone in their grade level instead of cross grade level, with the exception of the grades that are team teaching only a certain subject.

2022 – 2023 – We will continue to meet with each grade level as that seems to be beneficial for everyone. We'd like to see more a more teacher-facilitated PLC and not an admin-facilitated PLC.

2023 – 2024 -

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

n/a

Resources needed: n/a

Describe how the Instructional Coach will support your school (if applicable):

- **ELA Instructional Coach**-IRLA support; CLASS coaching; Writing Revolution pilot (emphasis on Social Studies); PLC
- 2022 – 2023 – CKLA support
- **Math Instructional Coach**-Equip; Zearn as an Intervention; CLASS coaching; model lessons; mentoring teachers; PLC
- 2022 – 2023 – Science Curriculum specialist to help with planning of Science lessons.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
●	●	●												

Middle of the Year Reflection/Areas of Improvement:

2021 – 2022 - All teachers benefitted from the CLASS, Eureka and IRLA support they are receiving from our instructional coaches.

2022 – 2023 – Our math coach was an asset in supporting our teachers with our math goal. Eureka walk-throughs and follow-ups were beneficial in providing teachers with strategies to increase student achievement. Our CKLA walk-throughs have been beneficial for the same reason.

2023 – 2024 -

End of the Year Feedback from Teachers:

2021 – 2022 - PD on new inline boards that were installed this year.

Google drive PD on how to organize, set up Google drive.

Teachers benefitted from the other teachers presenting knowledge learned at the Plain Talk convention.

2022 – 2023 – This year came with an ample amount of PD from the new curriculum like CKLA and Heggarty, which have been proven to be effective. During the spring semester, teachers began to receive more PD on new curriculum coming in the 23-24 school year. Eureka squared, Science, Amplify, and new social studies standards are just a few that will be new for our teachers next year.

2023 – 2024 -

Possible PD needs for next school year:

2021 – 2022 - CKLA, Handwriting Without Tears, Heggarty, Science of Reading

2022 – 2023 - Amplify Science, Eureka squared, Achieve 3000, Guidebooks updates

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Parents will be included in the development of the SAP through surveys and parent and family engagement activities. These surveys are given out in April and parent and family engagement activities will be held in December and April.

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

- The SAP will be published on the school website for parents to view after October 15, 2021.

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- The school-wide committee will meet monthly to discuss school programs implemented and to determine effectiveness.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Mistry Hebbler
- **Teacher:** Amy Scobel
- **Teacher:** Rebecca Scherer
- **Teacher:** Beth Hebert
- **Teacher:** Lauren Olson
- **Teacher:** Danielle Price
- **Teacher:** Megan Lacour
- **Parent/Family:** Leslie Portman
- **Parent/Family:** Amy Brunet
- **Community Member:** Kiwanis club member

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:** Lorina Hurley
- **Teacher:** Jessie Noggerath
- **Teacher:** Amanda Butzman
- **Teacher:** Tracey Mackles
- **Teacher:** Abbie Pearce
- **Teacher:** Allison Dufrechou
- **Teacher:** Jessica Burkenstock
- **Teacher:** Sarah Murphy
- **Teacher:** Loralyn DeRoche
- **Parent/Family:** Leslie Portman

Covington Elementary 2021-2024

<ul style="list-style-type: none">● Student:● Student:	<ul style="list-style-type: none">● Parent/Family: Amy Brunet
---	--

DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date