

The seal of the Louisiana Department of Education is a large, light gray watermark in the background. It features a central eagle with spread wings, perched on a globe. The eagle is surrounded by the text "UNION OF JUSTICE" and "CONFIDENCE". The outer ring of the seal contains the text "DEPARTMENT OF EDUCATION" and "STATE OF LOUISIANA" with two stars on either side.

# **School Improvement Plan Covington Elementary School St. Tammany Parish School System**

**Covington Elementary School  
Pre-K - Third  
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## DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

### Data Triangulation – Strengths & Contributing Factors to Strengths

**Part I:** Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

| STRENGTHS                                                                                    | RANK ORDER | DATA SOURCE<br>(250 Characters)                               |
|----------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------|
| Assessment index is higher than the Attendance index.                                        | 1          | Ileap Test Scores, Checkpoints, Dibels, Star Reading and Math |
| White students have had the highest % proficient in Math and ELA across the five years.      | 2          | Ileap Test Scores, Chechpoints, Star Math and Reading         |
| Kindergarten had the most significant increase of students scoring benchmark in all 4 years. | 3          | Dibels, DIAL 3, Erobits                                       |
| The White subgroup in Math had a zero achievement gap for 5 years.                           | 4          | Ileap Test Scores, Star Math, Checkpoints                     |
| The White subgroup in ELA had a zero achievement gap for four of the last five years.        | 5          | Ileap Test Sores, Star Reading, Dibels                        |

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

| <b>Contributing Factor 1</b>                                                                                                                   | Assessment index is higher than the Attendance index. |           |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------|--|
| <b>Domain/Subdomain</b> (Choose One Only)                                                                                                      | --- 510 CIA: Instructional Strategies                 |           |  |
| Findings (500 Characters)                                                                                                                      | Instrument (200 Characters)                           | Data Type |  |
| 1. ILEAP Scores Increased                                                                                                                      | ILEAP                                                 | Cognitive |  |
| 2. Teachers are able to identify specific Reading needs of individual students and class groups.                                               | DIBELS                                                | Cognitive |  |
| 3. Teachers are able to identify specific Math needs of individual students and class groups. Teachers can compare school and district scores. | Checkpoints                                           | Cognitive |  |

| <b>Contributing Factor 2</b>              |                                                                                   | White students have had the highest % proficient in Math and ELA across the five years. |                  |
|-------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------|
| <b>Domain/Subdomain</b> (Choose One Only) |                                                                                   | --- 810 System Issues: Economic, Demographic, Social                                    |                  |
| <b>Findings</b> (500 Characters)          |                                                                                   | <b>Instrument</b> (200 Characters)                                                      | <b>Data Type</b> |
| 1.                                        | White students' scores have continually increased each year.                      | ILEAP                                                                                   | Cognitive        |
| 2.                                        | White students' typically score higher in the 3 Checkpoints in Math assessments.  | Checkpoints in Math                                                                     | Cognitive        |
| 3.                                        | White students' typically score higher in Star Reading and Star Math assessments. | Star Reading and Math                                                                   | Cognitive        |

| <b>Contributing Factor 3</b>              |                                                                                                                                                                                                           | Kindergarten had the most significant increase of students scoring benchmark in all 4 years. |                  |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------|
| <b>Domain/Subdomain</b> (Choose One Only) |                                                                                                                                                                                                           | --- 510 CIA: Instructional Strategies                                                        |                  |
| <b>Findings</b> (500 Characters)          |                                                                                                                                                                                                           | <b>Instrument</b> (200 Characters)                                                           | <b>Data Type</b> |
| 1.                                        | All Kindergarten students are given a reading assessment 3 times a year and all at risk students are progress monitored throughout the year.                                                              | Dibels                                                                                       | Cognitive        |
| 2.                                        | A Kindergarten screening is given to all Kindergarten students at the beginning of the school year. They do a retest at the end of the year on all students who scored below 26 <sup>th</sup> percentile. | DIAL 3                                                                                       | Cognitive        |
| 3.                                        | All at risk Kindergarten students are tutored in Earobics by a certified teacher who monitors their Earobics progress along with their Kindergarten teacher.                                              | Earobics                                                                                     | Cognitive        |

\*Must list **at least three findings** to justify Strengths

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

## Data Triangulation – Contributing Factors to Weaknesses

**Part II:** Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

| WEAKNESSES                                                                                      | RANK ORDER | DATA SOURCE<br>(250 Characters)                           |
|-------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------|
| The area of greatest decline over the past two years was in the Black subgroup in Math and ELA. | 1          | ILEAP, DIBELS, STAR Reading and Math                      |
| Students with Disabilities subgroup had lower % proficient in ELA and Math in 2009-2010.        | 2          | ILEAP, Checkpoints in Math, STAR Math and Reading         |
| First Grade had the most significant decline of students scoring benchmark in all 4 years.      | 3          | DIBELS, Star Reading, Voyager Results                     |
| Attendance index is typically lower than the assessment index.                                  | 4          | Principal's Report, STI Attendance, Teacher Documentation |
| The achievement gap has increased in all subgroups, except White, in ELA and Math.              | 5          | ILEAP, Progress Reports, DIBELS                           |

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

|                                                                                                    |                                                                                                 |                  |  |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------|--|
| <b>Contributing Factor 1</b>                                                                       | The area of greatest decline over the past two years was in the Black subgroup in Math and ELA. |                  |  |
| <b>Domain/Subdomain</b> (Choose One Only)                                                          | --- 810 System Issues: Economic, Demographic, Social                                            |                  |  |
| <b>Findings</b> (500 Characters)                                                                   | <b>Instrument</b> (200 Characters)                                                              | <b>Data Type</b> |  |
| 1. The Black subgroup has seen a consistent decline over the past two years in both subject areas. | ILEAP                                                                                           | Cognitive        |  |
| 2. DIBELS results also identified this subgroup in decline.                                        | DIBELS                                                                                          | Cognitive        |  |
| 3. STAR Reading results also identified this subgroup as an area of weakness.                      | STAR Reading                                                                                    | Cognitive        |  |

|                                           |                                                                                                                   |                                                                                          |                  |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------|
| <b>Contributing Factor 2</b>              |                                                                                                                   | Students with Disabilities subgroup had lower % proficient in ELA and Math in 2009-2010. |                  |
| <b>Domain/Subdomain</b> (Choose One Only) |                                                                                                                   | --- 510 CIA: Instructional Strategies                                                    |                  |
| <b>Findings</b> (500 Characters)          |                                                                                                                   | <b>Instrument</b> (200 Characters)                                                       | <b>Data Type</b> |
| 1.                                        | ILEAP scores indicated the subgroup, Students with Disabilities, had the lower % proficient in both ELA and Math. | ILEAP                                                                                    | Cognitive        |
| 2.                                        | Checkpoints results also identified this subgroup as a weakness.                                                  | Checkpoints                                                                              | Cognitive        |
| 3.                                        | STAR Reading and Math results also identified this subgroup as a weakness.                                        | STAR Math                                                                                | Cognitive        |

|                                           |                                                                                                                                           |                                                                                            |                  |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------|
| <b>Contributing Factor 3</b>              |                                                                                                                                           | First Grade had the most significant decline of students scoring benchmark in all 4 years. |                  |
| <b>Domain/Subdomain</b> (Choose One Only) |                                                                                                                                           | --- 510 CIA: Instructional Strategies                                                      |                  |
| <b>Findings</b> (500 Characters)          |                                                                                                                                           | <b>Instrument</b> (200 Characters)                                                         | <b>Data Type</b> |
| 1.                                        | DIBELS data consistently indicated that the first grade students had the most significant decline scoring benchmark across several years. | DIBELS                                                                                     | Cognitive        |
| 2.                                        | STAR Reading and Math results also identified a decline in first grade students scores.                                                   | STAR Reading and Math                                                                      | Cognitive        |
| 3.                                        | Voyager testing indicated first grade students as the most significant decline in Voyager results.                                        | Voyager                                                                                    | Cognitive        |

\*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

**The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.**

# ACTION PLAN

**GOALS AND OBJECTIVES**

|                                                       |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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| <b>GOAL 1</b>                                         | <b>By 2013-2014 all students will reach high standards, attaining proficiency or better, in Reading/language arts.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Research-Based Strategy 1:</b>                     |                                                                                                                        | <input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Indicators of Implementation (250 Characters):</b> |                                                                                                                        | <b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>1.1</b>                                            | Universal Screening and Regular Benchmark Assessment                                                                   | <p>Highly qualified teachers will review Dibels Data on all Kindergarten through third grade students and review student work monthly to plan for future instruction and to assess student comprehension and response to text. Also, to identify interventions that will focus on student needs, at WFSG.</p> <p>First , second, and third grade students will be administered the Voyager Passport pre and post assessment and Dibels progress monitoring assessments every threeweeks to evaluate the effectiveness of the program.</p> <p>Second and third grade students will receive My Reading Coach Computer Tutoring Program based on student need and Dibels progress monitoring assessments every three weeks to evaluate effectiveness of the program.</p> <p>At Risk Kindergarten Students will receive Earobics tutoring with a certified teacher at least three times a week. The tutor and the Kindergarten teachers will adjust instruction according to the student needs.</p> <p>Highly qualified teachers will meet five times during the year to analyze DIBELS and Checkpoints in Math data in WFSG to plan for instruction.</p> <p>Administration will observe in each classroom at least monthly to provide feedback to the teachers using a Walk About Instrument to help improve instruction.</p> |  |

|                   |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>1.2</b></p> | <p>Progress Monitoring</p> | <p>Highly qualified teachers will review Dibels Data on all Kindergarten through third grade students and review student work monthly to plan for future instruction and to assess student comprehension and response to text. Also, to identify interventions that will focus on student needs, at WFSG.</p> <p>First , second, and third grade students will be administered the Voyager Passport pre and post assessment and Dibels progress monitoring assessments every threeweeks to evaluate the effectiveness of the program.</p> <p>Second and third grade students will receive My Reading Coach Computer Tutoring Program based on student need and Dibels progress monitoring assessments every three weeks to evaluate effectiveness of the program.</p> <p>At Risk Kindergarten students will receive Earobics tutoring with a certified teacher at least three times a week. The tutor and the Kindergarten teachers will adjust instruction according to the student needs.</p> <p>Highly qualified teachers will meet five times during the year to analyze DIBELS and Checkpoints in Math data in WFSG to plan for instruction.</p> <p>Administration will observe in each classroom at least monthly to provide feedback to the teachers using a Walk About Instrument to help improve instruction.</p> |
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| <p><b>1.3</b></p> | <p>Tiered Interventions</p> | <p>Highly qualified teachers will review Dibels Data on all Kindergarten through third grade students and review student work monthly to plan for future instruction and to assess student comprehension and response to text. Also, to identify interventions that will focus on student needs, at WFSG.</p> <p>First , second, and third grade students will be administered the Voyager Passport pre and post assessment and Dibels progress monitoring assessments every threeweeks to evaluate the effectiveness of the program.</p> <p>Second and third grade students will receive My Reading Coach Computer Tutoring Program based on student need and Dibels progress monitoring assessments every three weeks to evaluate effectiveness of the program.</p> <p>At Risk Kindergarten Students will receive Earobics tutoring with a certified teacher at least three times a week. The tutor and the Kindergarten teachers will adjust instruction according to the student needs.</p> <p>Administration will observe in each classroom at least monthly to provide feedback to the teachers using a Walk About Instrument to help improve instruction and monitor the tiered interventions being used in the classroom.</p> <p>Highly qualified teachers will meet five times during the year to analyze DIBELS and Checkpoints Math data in WFSG to plan for instruction.</p> <p>Highly Qualified teachers will provide Tiered Intervention and document these interventions in their classrooms. These interventions should be reviewed every three weeks to adjust instruction for all Kindergarten through Third grade students.</p> |
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| <b>OBJECTIVES:</b> (up to six; 150 characters) |                                                                                                      | <b>DESIRED OUTCOMES:</b> (150 characters)                                                                         |
|------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>1.1</b>                                     | To increase ELA CRT Index Scores in Third Grade from 121.0 to 123.6 by 2012.                         | Improvement in the area of locate, select, and synthesize information in all third grade students.                |
| <b>1.2</b>                                     | To increase Students With Disabilities (subgroup) ELA percent proficiency from 60.0 to 67.6 by 2012. | Improvement in the Students with Disabilities subgroup in the area of locate, select, and synthesize information. |

**ACTIVITIES** (no more than 20)

| <b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All Pre-K-3 <sup>rd</sup> Grade Highly Qualified teachers will be trained in Response to Intervention and its key components. All students will create thinking maps daily, both as part of a group and independently. They will demonstrate the ability to use higher order thinking skills in context across a variety of texts to organize text information in ways they can remember and use. |

| <b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students will write daily using the Write From the Beginning Strategies, to increase the ability to formulate and express ideas in a written format. |

| <b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students will engage in Literacy Workstations on a daily basis. Students will work alone or interact with one another using instructional materials to explore and expand their literacy working on performance based tasks associated with targeted GLE's. |

| <b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Voyager tutors will meet with first, second, and third grades students identified as at risk for reading difficulties in small groups three to four days per week for 30 to 40 minutes.. All second and third grade students will use the Ticket to Read part of the Voyager program in school and at home. |

| <b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Second and Third Grade students, at varying ability levels, will receive My Reading Coach Computer Tutoring Program based on student need. Students will remain in the program for approximately 8 to 12 weeks. |

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

One First, Second, and Third Grade STAR Classes will begin school three weeks early to help at risk students get a head start on the new school year. These three classes will also only have 14 students in their class during the school year.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

All Highly Qualified teachers will design work that is engaging using the standards that meet the need of each of the students in their classroom. They will ask their student their levels of engagement following the Working on the Work Framework and then redesign their lessons accordingly.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

All teachers will be trained in Thinking Maps, Write From the Beginning, Literacy Workstations, Promethean Board, and Working on the Work, Every Day Math.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Whole Faculty Study Groups Professional Development will be attended by all teachers In groups by Interest: Kagan, Strategies and Stations, ACTIVinspire, and Intermediate Technology for five times during the school year. For another five times during the school year the teachers will meet in grade levels to analyze and compare student data and work such as DIBELS and Checkpoints in Math.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

The Design Team will meet quarterly during the school year to assess the Capacity Standards and to pick the Core Task and Focus Activity to emphasis. They will work as a lead team to help develop a plan to Design for Innovation and to help Covington Elementary School become a WOW School.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

All teachers will attend the CES Summer Retreat for collaboration and professional development on using technology in the classroom, PBS, and Kagan.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

I Think I Can Home Learning Program that emphasizes literacy activities to involve parental involvement will be sent home during the fall semester for a 4 week period.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

A Family Literacy Night will provide literacy activities for families to work together to demonstrate an understanding of information using a variety of texts.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

Parents and students engage in the use of Home School Connection which disseminates information with a focus on higher order thinking strategies. Other community members will help focus on student achievement and welfare.

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

All teachers will have a web page that the parents can view from home to gather important information about the classroom and instruction.

**ACTIVITY 16** (Activities indicated should address all subgroups; 500 Characters)

All teachers will be required to have at least two parent/teacher conferences each school year, one in the fall and one in the spring. Parents and students will be involved in setting goals for the new school year.

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

All regular education classrooms will have at least 5 computers, a projector, a promethean board, a document camera, and a flip camera. All second and third grade classes will have a laptop for workstations, ACTIVexpressions/ACTIVotes, Webcam, and ITOUCH IPODS.

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

The School Wide Positive Behavior Support committee will collect and analyze information regarding student behavior based on monthly discipline referrals, review major/minor infractions and consequences yearly, and create and review a reward/incentives program for positive student behavior based on the Fish Philosophy. Support services/incentives will be provided for students with habitual behavior referrals by the classroom teacher, guidance counselor, MHP, and SAT committee.

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

The Safe and Drug Free School Activities are the following: all students will participate in 16 hours of drug prevention education, Red Ribbon Week, Third Grade Just Say No Club, Just Say No Walk and Rally, Just Say No Lock In, Just Say No Poster Contest, Just Say No Tee Shirts.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

Title 1 paraprofessionals will work with "at risk" students using hands on learning strategies along with small group instruction under the supervision of a Highly Qualified teacher.

|                                                       |                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>GOAL 2</b>                                         | <b>By 2013-2014, all students will reach high standards, attaining proficiency or better, in mathematics.</b>                                                                                                                    |  |
| <b>Research-Based Strategy 2:</b>                     | <input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input checked="" type="checkbox"/> SIM <input type="checkbox"/> UDL |  |
| <b>Indicators of Implementation (250 Characters):</b> | <b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>                                                                                                                                                  |  |

|                   |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>1.1</b></p> | <p>Students strategically learn and transfer knowledge to collaboratively solve problems.</p> | <p>Administrators will observe teachers math lessons monthly with emphasis on multiple step problems solving strategies through the use of Walk About Observation Instrument. A follow up administration/teacher conference will be held to discuss ideas to improve meaningful engaged learning.</p> <p>Teachers will review students work on the problem of the day for effectiveness, on a daily basis, to help provide feedback to students. Also, teachers will monitor student progress using the STAR Math assessment at least monthly to improve instruction.</p> <p>Teachers will collaborate in grade level monthly to discuss engagement meters and ways to maximize student engagement to improve instruction.</p> <p>Teachers will share the results of their assessment of student performance at WFSG, at least five times during the school year to plan for meaningful engaged learning.</p> <p>Administration will observe in classrooms monthly emphasizing the integration of technology to ensure meaningful engaged learning. A follow up administration/teacher conference will be held to discuss ideas to improve meaningful engaged learning.</p> <p>Teachers will ask students to measure their level of engagement at least three times weekly.</p> <p>Teachers will observe another teacher at least once each semester to identify student engagement strategies used.</p> <p>Teachers will review selected student problem solving activities generated through the use of the Promethean Board and the Classworks Software program, on a weekly basis to plan for future instruction and application of basic math facts and arithmetic operations to real-life situations.</p> |
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|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.2</b></p> | <p>Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem based learning.</p> | <p>Administrators will observe teachers math lessons monthly with emphasis on multiple step problems solving strategies through the use of Walk About Observation Instrument. A follow up administration/teacher conference will be held to discuss ideas to improve meaningful engaged learning.</p> <p>Teachers will reivew students work on the problem of the day for effectiveness, on a daily basis, to help provide feedback to students. Also, teachers will monitor student progress using the STAR Math assessment at least monthly to improve instruction.</p> <p>Teachers will collaborate in grade level monthly to discuss engagement meters and ways to maximize student engagement to improve instruction.</p> <p>Teachers will share the results of their assessment of student performance at WFSG, at least five times during the school year to plan for meaningful engaged learning.</p> <p>Administration will observe in classrooms monthly emphasizing the integration of technology to ensure meaningful engaged learning. A follow up administration/teacher conference will be held to discuss ideas to improve meaningful engaged learning.</p> <p>Teachers will ask students to measure their level of engagement at least three times weekly.</p> <p>Teachers will observe another teacher at least once each semester to identify student engagement strategies used.</p> <p>Teachers will review selected student problem solving activities generated through the use of the Promethean Board and the Classworks Software program, on a weekly basis to plan for future instruction and application of basic math facts and arithmetic operations to real-life situations.</p> |
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| <p><b>1.3</b></p> | <p>Assessment of Engaged Learning involves performance assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.</p> | <p>Administrators will observe teachers math lessons monthly with emphasis on multiple step problems solving strategies through the use of Walk About Observation Instrument. A follow up administration/teacher conference will be held to discuss ideas to improve meaningful engaged learning.</p> <p>Teachers will reivew students work on the problem of the day for effectiveness, on a daily basis, to help provide feedback to students. Also, teachers will monitor student progress using the STAR Math assessment at least monthly to improve instruction.</p> <p>Teachers will collaborate in grade level monthly to discuss engagement meters and ways to maximize student engagement to improve instruction.</p> <p>Teachers will share the results of their assessment of student performance at WFSG, at least five times during the school year to plan for meaningful engaged learning.</p> <p>Administration will observe in classrooms monthly emphasizing the integration of technology to ensure meaningful engaged learning. A follow up administration/teacher conference will be held to discuss ideas to improve meaningful engaged learning.</p> <p>Teachers will ask students to measure their level of engagement at least three times weekly.</p> <p>Teachers will observe another teacher at least once each semester to identify student engagement strategies used.</p> <p>Teachers will review selected student problem solving activities generated through the use of the Promethean Board and the Classworks Software program, on a weekly basis to plan for future instruction and application of basic math facts and arithmetic operations to real-life situations.</p> |
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| <b>OBJECTIVES:</b> (up to six; 150 characters) |                                                                                                       | <b>DESIRED OUTCOMES:</b> (150 characters)                                   |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>1.1</b>                                     | To increase School Math CRT Index Scores in Third Grade from 125.0 to 127.0 by 2012.                  | Improvement in the area of Geometry for all Third Grade students.           |
| <b>1.2</b>                                     | To increase Students With Disabilities (subgroup) Math percent proficiency from 56.6 to 64.8 by 2012. | Improvement in Students With Disabilities subgroup in the area of Geometry. |

**ACTIVITIES** (no more than 20)

| <b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students will be presented a problem of the day during their daily math lesson. They will explain the thought process and or strategies used to formulate a written response. |

| <b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students will complete activities based lessons, using manipulatives, designed within the parameters of Every Day Counts and Investigations, during Work Stations. The activity based lessons will explicitly detail those content standards being addressed, with emphasis on Number and Number Relations. |

| <b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)        |
|----------------------------------------------------------------------------------------------|
| All students will be introduced to new math concepts using Children's Literature bi-monthly. |

| <b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All highly qualified teachers will provide differentiated instruction to meet the needs of all students. Instructional delivery will be developmentally appropriate and focus on activity based learning activities that require students to apply knowledge to Number and Number Relations in real life situations. |

| <b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)                                              |
|------------------------------------------------------------------------------------------------------------------------------------|
| Title 1 paraprofessionals will work with "at risk" students using hands on learning strategies along with small group instruction. |

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will design lessons using design qualities of the WOW Framework. Teachers will ask students their level of engagement using engagement meters and then adjust lessons based on the WOW Framework.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

All teachers will be trained in Every Day Counts, Investigations, RTI, Technology, and Activities Based Instruction.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

I Think I Can Home Learning Program activities will be offered to parents each semester for a four week period to help students use their knowledge of higher order thinking strategies and contextualized learning.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Family Math/Science Night will provide activities for families to demonstrate an understanding of information using a variety of texts.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Parents and students will engage in the use of Home School Connection which will disseminate information with a focus on Higher Order Thinking Strategies.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Community Outreach is encouraged in a variety of activities: Terrific Kids Breakfast, sponsored by the Kiwanis Club, Voices of Inspiration, (meeting with community leaders), Veterans Day Program, Just Say No Rally, and Jr. High and High School students helping students.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will have a web page that the parents can view from home to gather important information about the classroom.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will be required to have at least 2 parent teacher conferences each school year, one in the fall and one in the spring. Parents and students will be involved in setting goals for the new school year.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

Teachers and students will solve math problems in a variety of context using the prometean board and Classworks Software Program. These resources will emphasize using knowledge of basic math facts and arithmetic operations to real life situations.

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

SWPBS committee will collect and analyze information regarding behavior based on discipline referrals monthly.

**ACTIVITY 16** (Activities indicated should address all subgroups; 500 Characters)

Teachers will participate in "Fishing" in service, develop lesson plans, and provide instruction of expected behaviors across school settings.

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

The Covington High Learning Community will participate in activities designed to improve communication, examine student data, and plan improvement activities within the school and community.

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

All students will participate in 16 hours of Drug Free Schools prevention education. They will participate in the following activities: Drug Free Walk and Rally, Poster Contest, Just Say No Club, and third grade Just Say No Club students will receive a Just Say No T-shirt.

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

Students from Head Start will tour Covington Elementary School and visit the Kindergarten classrooms. Our Third Grade students will visit Pine View at the end of the school year to see their next feeder school.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

Support services/interventions will be provided for students with habitual behavior referrals by the classroom teacher, Guidance Counselor, MHP, and SAT committee.