

COVERT ELEMENTARY SCHOOL
TWO YEAR PLAN
FOR CONTINUOUS DEVELOPMENT



Superintendent: _____
Dr. Stephanie Burrage

Building Principal: _____
Leadriane Roby

School Improvement Co-Chairs: _____
Claire Kliss
Melanie Smith

Date Submitted: _____
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Van Buren County, Michigan

**Covert Elementary
Plan for Continuous Development
2009-2011
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School Profile

School Code: 00816

School: Covert Elementary

Principal: Leadriane Roby

Person/Group completing CNA: Leadriane Roby, Anna Calhoun, Claire Kliss, Melanie Smith

Date: July 1, 2009

School and Student Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school? **Kindergarten through 5th grade**
2. What is the current school enrollment? **292 Students**
3. What has been the enrollment trend for the past five (5) years?

_____ Increasing _____ Stable x Decreasing

Sample chart to organize student enrollment trends by grade level

Year Grade	Year 1: 2003/2004		Year 2: 2004/2005		Year 3: 2005/2006		Year 4: 2006/2007		Year 5: 2007/2008		Year 6: 2008/2009	
	#	%	#	%	#	%	#	%	#	%	#	%
K	57	14	68	17	64	17	60	18	55	17	58	20
1	61	15	54	14	44	12	57	17	52	16	49	17
2	47	11	57	15	49	13	52	16	55	17	53	18
3	65	16	51	13	49	13	51	16	53	17	41	14
4	59	14	62	16	57	16	54	17	49	15	44	15
5	68	16	46	12	47	13	53	16	56	18	47	16
6	57	14	55	14	56	15	*	*	*	*	*	*
Totals	414		393		366		327		320		292	

(Tab to add additional rows)

*Beginning in the 2006/2007 school year 6th graders moved to the middle school building within our district.

Summary of enrollment data/information:

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?
Enrollment has been slowly declining since 6th grade students were moved from the building. From school year 2006/2007 to 2008/2009 there has been an average decrease in enrollment of 12 students per year.
2. After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, professional development, advertisement, recruitment? **With no additions to staff, Covert Elementary will aim to maintain current staffing. As teacher retention has also stabilized, professional development will be more focused on targeted curricular areas of ELA and Math as opposed to introductory methods to support newer teachers.**

Group HISPANIC	Total School Enrollment									
	Year 2 2004/05		Year 3 2005/06		Year 4 2006/07		Year 5 2007/08		Year 6 2008/2009	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged					106	35	166	45		
Ethnicity	161	42	146	40	113	37	160	44		
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Limited English Proficient (LEP)	126	30	124	32	75	23	116	36		
Homeless	10<	10<	10<	10<	10<	10<	3	10<		
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant	72	17	51	13	29	9	47	15		
Gender										
Male	93	44	83	44	91	46	92	49		
Female	68	40	63	35	73	40	68	38		
Total Population	161	84	146	79	164	86	160	87		

3. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years?
 If yes, for which sub-group(s)? Hispanic

Staff:

Using the charts provided, answer the following questions:

1. What is the average number of years teachers in this school have been teaching?
2. What is the average number of years current teachers have been assigned to this school? **13 years**

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	26				
2. Indicate the number of years, each of the teachers has been assigned to this school.	26	4	8	8	6

3. For the teachers in this school, during the past school year how many teachers have been absent? (Absences that result in a sub-teacher being assigned to the classroom)

0-3 days	4-5 days	5-10 days	10 or more days
8	0	4	14

4. How long has the administrator been assigned to this school?
 Principal: 3 years
 Assistant Principal(s): N/A

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement?
 - Designed to encourage two way communication
 - Designed as one way communication only
 - Designed to actively involve parents/community in the decision making at the building

- Designed to actively involve parents/community in student learning

2-Way Communication

- *PTA programs
- *District SIP Meetings
- *District Email
- *Back Pack Program (lower elementary)
- *Parent-Teacher Conferences
- *Dances, Activities related to school
- *Parent Surveys
- *Thursday Folders

1-Way Communication

- *Classroom, District Newsletters
- *Parent/Internet Viewer
- *District Website
- *Board of Education Meetings
- Parent/Community Decisions
- *PTA, SIP/Board of Education Meetings/Parent Liaison
- Parents/Community-Student Learning
- *Parent Workshops
- *Academic Nights
- *Student of the Month
- *Award Programs and Other Celebrations
- *Read Alouds
- *Field Trip Experiences

2. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years? **Insufficient data to show a trend**

Group	Parent Conference Attendance									
	Year 1 2008/2009		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically disadvantaged	225	85								
Ethnicity										
African American	86	82								
Hispanic	124	78								
Caucasian	35	80								
Other	13	42								
Students with Disabilities	12	44								
Limited English Proficient (LEP)	105	80								
Homeless	2	67								
Neglected & Delinquent	NA	NA								
Migrant	21	43								
Gender										
Male	122	79								
Female	120	87								
Total Population	242	84								

Summary of School Demographic data and Information

- Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? **Yes**
- If yes, what are the areas of concerns? **Documented Evidence of Various Programs and Assessment data**
- After discussion about these areas of concerns, what possible causes for the problems were identified? **Not having a structured systematic method to collect data**

Use the following chart to list your responses.

Summary of School Enrollment, Staffing and Parent/Community: concerns factors, and actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible action(s)
Data Collection	Gaps in Structural Collection System	Covert MS & High School	To create a structured system in the 2009/10 school year
Migrant attendance at conferences	Inability to contact due to change of addresses		Make sure that up to date information is kept on migrant families when they return

Using information gathered about how students in the building are doing on skills that are tested on the MEAP/MME, discuss the following:

1. What skill area(s) is the building doing well on? **Our Math and overall ELA numbers appear to be trending in the right direction; however we will continue to offer focused support in these areas in the form of scheduling, supplemental materials/software, and an after school tutoring program.**
2. When comparing the building with the district and state, which skills would the staff identify as a challenge area for the building? **Numbers and Operations and Writing Proficiencies**
3. When reviewing the district curriculum, where are these skills taught? **All Grade Levels**
4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level? **Yes. Our development of curriculum maps and pacing guides as well as the development of grade level rubrics and the identification of interventions allow us the flexibility to maneuver students into classes which meet their academic needs.**
5. How can this information be used for curriculum, instructional and remediation purposes? **It will allow us the opportunity to provide specific remediation during summer school programs for the areas that are a challenge for most of the students. It will help with curriculum in that teachers will be aware of which areas need to be focused on throughout the year.**

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 NWEA	2nd-5th grade	Math/ELA
2 DIBELS	Kindergarten-5th grade	Oral Reading Rate
3 MLPP	1st-5th grade	Language Use/ELA
4 Unit Assessments – AESA end of year math assessment	Kindergarten-5th grade	Varied Content

Continuity of Instructional Program

Students who have been in building since kindergarten

Highest grade level in building 5th Grade 2008/2009-5 th grade data	# of Students	% of students proficient ELA	% of students proficient Math	% of students proficient Social Studies	% of students proficient Science
Students who have been in the building since K	19				
Student who moved into the building after k	29				

Grade: 5th Grade students in 08/09 Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09
Social Economic Status (SES)									
Disadvantaged	67	71	56	44	23	31	51	58	47
Advantaged	100	57	100	50	29	67	100	57	100
Ethnicity									
African American	67	73	50	38	33	21	54	73	43
Hispanic	71	67	60	50	50	50	59	48	55
Caucasian	83	50	88	53	50	50	50	50	75
Students with Disabilities	50	60	20	0	40	20	50	60	20
Limited English Proficient (LEP)									
Homeless	50	33	17	50	0	0	50	0	17
Homeless	NA	NA	NA	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	N/A	N/A	NA	N/A	N/A	NA	NA	NA	NA
Migrant	N/A	N/A	NA	N/A	N/A	NA	NA	NA	NA
Gender									
Male	75	59	59	30	23	27	56	55	55
Female	67	81	65	56	25	45	56	63	55
Aggregate Scores	70	68	62	45	24	36	55	58	55
State	84	82	82	58	59	64	78	78	86

Group	Math			Science					
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09			
Social Economic Status (SES)									
Disadvantaged	63	53	58	60	65	56			
Advantaged	100	83	73	100	71	83			
Ethnicity									
African American	67	80	36	50	73	36			
Hispanic	65	48	75	82	60	65			
Caucasian	67	0	75	67	67	88			
Students with Disabilities	50	40	40	50	80	20			
Limited English Proficient (LEP)									
Homeless	0	11	50	100	38	17			
Homeless	NA	NA	NA	NA	NA	NA			
Neglected & Delinquent	N/A	N/A	NA	NA	NA	NA			
Migrant	N/A	N/A	NA	NA	NA	NA			
Gender									
Male	80	48	59	70	59	55			
Female	56	69	65	59	75	65			
Aggregate Scores	66	56	62	64	66	60			
State	78	75	77	83	81	83			

Using formation from the above charts for Sub-group data, answer the following questions:

1. Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets:

Math: SES disadvantaged, Students with disabilities, LEP, Males, African Americans

ELA: SES disadvantaged, African Americans, Hispanic, students with disabilities, LEP, male, female

2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets? **Yes. Math: African Americans, students with disabilities, and LEP**
ELA: Disadvantaged students, African Americans, Students with disabilities, and LEP
3. Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps? **Cognitive ability, limited exposure to English, and the ways of addressing the curriculum that may not be sensitive to students way of learning**
4. What trends have been identified when looking at the 3 years of MEAP/MME of data? **Reading comprehension and writing is on a steady decline and math seems to stay consistent but below state averages.**
5. Were there any discrepancies between the sets of data? If so:
 - How do additional data sources compare? **NWEA, Dibels Assessments are relatively consistent with MEAP data**
 - Are the data from the additional data sources congruent with MEAP/MME results? **Yes**
 - What discrepancies were noted? **None noted at this time**
 - How are these different data sources used for planning purposes? **Reviewed among grade level teams, title 1 and mentoring teams as well as school improvement and curriculum teams in order to see where curriculum may have gaps. It is also used as tools for remediation for students and used as an indicator where professional development may be needed.**
 - How does staff collaboratively analyze student work? **Collaboration on intervention groups takes place monthly through data review sessions. Grade level teams meet twice a week to go over student work and assessments to see which direction they will need to go in their instruction.**

Review of Special Education Population

Students with Disabilities Group Demographics
(www.mi.gov/MEAP - click on MEAP Test Results)

Review of Special Education Population

Students Taking the MEAP/MME

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category														
			ELA			Math			Science			Soc.Stu.					
			B	P	A	B	P	A	B	P	A	B	P	A			
Mainstreamed (General Education.)	16	5															
Special Ed. (Self-Contained)	0	0															

Note: B=Basic, P=Proficient, A=Advanced

1. If the disabilities sub-group is not meeting state standards in a content area, is there a difference in performance between students who are mainstreamed and those who are in self-contained programs? **No, we do not have a full self-contained special education, all of the students participate in inclusion.**
2. Based on staff discussions about the data, what has the school determined to be the leading cause for the difference in performance between these two groups? **Cognitive Ability and effective differentiated instruction for the students in the general education classrooms.**

3. What curriculum is used with each group, and how is it aligned with the State Curriculum Framework/Expanded Curriculum Framework for Special Education Students, Grade Level Content Expectations and/or the High School Content Expectations? **General Education Curriculum**
4. What modifications have been made? **Various restructured SE programs to adopt inclusion model to maximize exposure to general education curriculum**
5. How does the percent of identified special education students in the school compare to the state average? **10.41% Slightly Higher**
6. Is the identification rate for any specific eligibility category higher or lower than the state average? **Slightly Higher in Area of Cognitive Impairment**
7. How are services provided that will help the student become successful in the general education program? **Inclusion Model and Supplemental Resource room**
8. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)? **16/16 students**
9. Are there any grade levels, subject areas, or disability groups with increased or decreased participation in MEAP/MME? **Increased Participation in MEAP for all SE groups**
10. How has the school identified interventions that are needed to prepare and move students closer to full participation in the MEAP/MME using no accommodations or standard accommodations? **Through IEP process, STAT Team Meetings and Teaming Meetings**

Limited English Proficient (LEP) Group Demographics

Using these sample charts, list which languages are included in the school's LEP sub-group.

MEAP/MME

Language*	# Students	# Students Tested	# of Staff who Speak the Language		% of Student's Not Meeting State Standard			
			Teachers	Paraprofessional	ELA	Math	Science	Soc.Stu.
Spanish-3	19	17	1	2				
Spanish-4	16	14						
Spanish-5	15	14						
Total School	50	46			64	42	63	

*10 or more students within the language

English Language Proficiency Assessment (ELPA)

Language*	# Students	# Students Tested	# of Staff who speak the Language		Category Assessment Results				
			Teachers	Paraprofessional	1	2	3	4	5
Spanish	119	119	1	2	11	18	72	14	4
Total School	119	119							

(www.mi.gov/MEAP - click on MEAP Test Results)

Discussion for LEP Sub-group analysis:

- For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area? **64%-ELA; 42% Math; 63% Science**
- How are each of the language groups achieving in comparison to the school aggregate? **Comparable to Overall School Performance**
- Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards? **N/A**
- How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services? **STAT Teamings, Review of District Overall Assessment**
- Based on staff review of the data and information, what has the school staff determined to be the leading cause(s) for the gap in performance? **Low Reading in English-Especially Low Fluency, English Vocabulary Skills, and Listening/Comprehension Skills.**

Grade Level Achievement

Year: 2006/07 (Grade level school data on GLCE not gathered at this time)

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
K										
1										
2										
3										
4										
5										

Year: 2007/08 (Grade level school data on GLCE not gathered at this time)

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
K										
1										
2										
3										
4										
5										

Year: 2008/09 (K-5 Math assessment from AESA, Assessments for ELA, Science and SST not gathered)

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA-NA		Math		Science -NA		Social Studies -NA	
			#	%	#	%	#	%	#	%
K		100								
1		100								
2		100								
3		100								
4		100								
5		100								

School Content Expectations

** Average Class Size for the grade

*** % of classroom teachers who meet Highly Qualified Status

Using the information gathered about the school’s instructional program, discuss the following questions:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level? *NWEA, DIBELS, MLPP, Quizzes, Pre & Post Assessments*
2. What are the criteria for student success at each grade level? *80% of Mastery of GLCES*
3. How has student achievement changed over the last 3 years? *We are unable to find a trend for ELA in K-2 due to lack of data for mastery of GLCE. The school year of 08/09 was the first year we implemented a school wide end of the year assessment to monitor student’s mastery of GLCE.*
4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies? *We have worked with AESA to implement math assessments that measure the GLCE at each grade level, data is collected at the end of the year on number of students passing the assessment. Assessment binders aligned with the GLCE in math have been designed by each grade level to go with the Everyday Math series. We need to work on a structured system to analyze and assess ELA and social studies GLCEs school-wide. We use the end of the unit assessments provided with the Battle Creek science kits to monitor achievement with specific science GLCEs at each grade level.*

5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies? **We have not developed any at this time.**
6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies? **Adjustment of staff resources. There has been additional intentional support provided in lower elementary grades for ELA and (as of 2007/08) writing themes with prompts have been implemented.**
7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff?
8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for the challenge?

Archival Data (duplicate charts for multiple years of data)

Mobility Data
Year: **2007/2008**

Mobility			
Grade/Fall 2007	# of Students	Number Entering	Number Leaving
K	55	35	11
1	52	17	15
2	55	12	12
3	53	13	6
4	49	10	12
5	56	14	11
Spring 2008			
K	59		
1	50		
2	58		
3	43		
4	47		
5	50		

Mobility Data
Year: **2008/2009**

Mobility			
Grade/Fall 2007	# of Students	Number Entering	Number Leaving
K	58	25	13
1	49	8	8
2	53	6	6
3	41	8	7
4	44	7	6
5	47	7	7
Spring 2008			
K	56	2	3
1	50	0	1
2	53	2	2
3	42	1	2
4	46	0	3
5	48	1	4

Data
Year:

Discipline

2007/2008

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K	55	14	41	0	5			1	2
1	52	13	39	3.5	8			0	2
2	55	16	39	3.5	9			0	5
3	53	9	44	7.5	32			2	4
4	49	10	39	1.5	12			1	4
5	56	22	34	9	7			2	2

*in school / out of school

Discipline Data
Year: **2008/2009**

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K									
1									
2									
3									
4									
5									

Enrollment and Graduation Data
Year: **2007/2008**

Grade	# of Students	Early Entrance to Kindergarten	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	41				3		37
1	57				4		53
2	56				11		45
3	55				3		52
4	55				6		49
5	58				0		58

Enrollment and Graduation Data
Year: **2008/2009**

Grade	# of Students	Early Entrance to Kindergarten	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	58				3		55
1	49				7		42
2	53				7		46
3	41				0		41
4	44				0		44
5	47				0		47

Sub Group Analysis

Year: **Building Data 2008/09**

Group	# Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
				In*	Out*	In*	Out*	In*	Out*
SES	2								
Ethnicity (White)	49								
Disabilities	0								
LEP	0								
Homeless	0								
Migrant	0								
Gender									
Male	22								
Female	27								
Totals	49								

Year: **Building Data 2008/09**

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES	2					
Ethnicity (White)						
Disabilities	0		0			
LEP	0		0			
Homeless	0		0			
Migrant	0					
Gender						
Male	22	2	0	20		
Female	27	0	0	27		11
Totals	49	21	0	47		11

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the school and for each identified sub-group? **Relatively stable**
2. Has the mobility rate changed over time? **No**
3. What percentage of students has been in the school since the first day of school? **38%**
4. What are the differences in achievement between students who have been in the school since the first day of school and those students who moved in during the school year? **Students who have been continuously enrolled perform better in all core areas.**
5. What is the average student attendance rate? (For whole school and by sub-group). **97%/elementary; 93%/5th graders**

6. What % of students missed more than 11 days of school? Is there a high concentration in any of the school sub-groups? **76% of 5th graders**
7. Are there grade level differences in attendance? **No**
8. What is the trend of dropouts over the past 3-5 years (whole school and sub-group)? **N/A**
9. Has the dropout rate decreased, increased or stayed the same? **N/A**
10. What does the dropout pattern look like when disaggregated by sub-group? **N/A**
11. Is there a grade level that has a higher percentage of students dropping out? **N/A**
12. What are the achievement levels of students who dropout of school? **N/A**
13. What are the attendance patterns of students who dropout of school? **N/A**
14. What are the discipline patterns of students who dropout of school? **N/A**
15. What percentage of eligible students is participating in Extended Learning Opportunities? **60% of our eligible students participate in our Extended Learning Opportunities such as Summer School and After School Tutoring.**
16. Are the percentages for participation in Extended Learning Opportunities increasing? **The percentage of students who participated increased as the year progressed.**
17. What is the school doing to inform students and parents of Extended Learning Opportunities? **We have sent information home to parents by letter, flyers, during parent meetings/conferences. The goal is always to provide the information with the plan being that parents will then allow us to take the next step and connect students to various programs and learning experiences.**
18. Based on a review of these data about student mobility, attendance, behavior, dropout, graduation rates, and extended learning opportunities, did the staff identify any areas of challenge? **Yes, offering incentives for perfect attendance (monthly rewards)**
19. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)? **Varied-illness, families in transition, family emergencies**

Perception Data:

Student

1. In what ways does the school collect information about student perception in the following areas:
 - o How they feel about their school; their teacher; their principal?
Reflection Sheets, Small Group Discussions and Class Meetings
 - o What they think the teachers and principal(s) feel about them?
Positive Incentives-Monthly lunch bunch slips with principal, Triple "C" Caring, Cooperative, Committed Tickets, Student of the Month Assemblies, Quarterly good behavior nights, individual classroom incentives
 - o What they feel the staff expectations for their learning ability are?
One on one mini conferences with teacher and student. For example during writers workshop teachers consult with students about work and expectations.

Parent/Guardian

2. In what ways does the school collect information about parent/guardian perception in the following areas:
 - o Teacher preparation and ability to prepare their children to be successful learners
Via SIP Meetings, Parent-Teacher Conferences and Communication sent home through monthly newsletters and individual notes and the sharing of each child's individual learning plans (ILP).
 - o Principal(s) effectiveness This type of information is gathered through Parent/Teacher conferences, parent surveys and district School Improvement meetings

Staff

3. In what ways does the school collect information about staff perceptions in the following areas:
 - o High expectations for all students
Reflection Sheets, SIP Meetings, Data Review Meetings, Intervention and Planning Meetings, SWIS Data Review, STAT Teaming Meetings and the development of instructional goals.
 - o Coherence of instructional program
District SIP Meetings, Data Review Planning, and Evaluation of SWIS Data
 - o Leadership effectiveness and support
Staff Reflection Sheets and Surveys

Community

4. In what ways does the school collect information about community perception in the following areas:
 - o Teacher preparation and ability to prepare all students to be successful learners
Same as above-and including PTA Feedback, Community Meetings & Surveys
 - o Principal(s) leadership abilities
Same as above-and including PTA Feedback, Community Meetings & Surveys
 - o Staff has high expectations for all students This information is gathered through our quarterly School Improvement meetings, Parent/Teacher conferences

Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities? **Incorporated in action plans, SIP plans and other annual data reports as a basis for building yearly curricular goals.**
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions? **By developing an organizational system for evaluating data and using assessment results effectively into existing programs and by sharing curricular goals and expectations to our parents and students,**

1. Based on a review of the data and the staff discussion around the questions on the preceding pages, state the school's conclusions regarding the strengths and challenges of student learning need.

Strengths: Steady growth in ELA for Caucasian students and steady growth in Math for Hispanic, LEP, and Caucasian students

Challenges: Decline or minimal improvement in Writing Achievement across the board, steady low proficiencies in math that average 15% below state scores

2. For the challenges listed above, what content area goals have the school established for student achievement that will be address in the school improvement plan? (Use chart below to list).

Content Area	Student Achievement Goal
1. English Language Arts	Improve ELA/Writing Proficiency and Reading Comprehension
2. Math	Improve Number and Operation

3. For the goals listed above, what did the school student data identify as the gap between where current student achievement is and where the building would like it to be? (Use the chart below to list).

Student Achievement Goal	Need: Identified Gap*
1. English Language Arts	Increase reading proficiency from 24% to 80% Increase writing proficiency from 16% to 80%
2. Math	Increase Math proficiency from 28% to 80%

* Gap refers to the difference between where students are currently achieving and where the school would like achievement to be.

4. For each of the identified gaps listed above, based on the school’s discussion about current trends in student learning, what has the school determined to be the leading cause(s) for the gap in performance? (Use the following chart to list).

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
Students will increase reading proficiency from 24% to 80%	Inability to compare texts and limited practice on higher level thinking questions
Students will increase writing proficiency from 16% to 80%	Ineffective teaching strategies to help students with organization of papers and adding details to support ideas, lack of motivation on part of students
Students will increase Math proficiency from 28% to 80%	Student lack of knowledge of place value number system, more hands on activities needed for students to understand concepts

The following charts can be used to summarize content area goals that the school has established. The chart will allow you to identify those goals that reflect a current need (Active Goal) as well as those goals that are not currently identified as a need, but that the school wants to maintain resources to support continued success (Maintenance Goals). The chart will also provide the opportunity to indicate if the goal is being revised from its original statement. (Revised Goal)

The chart below can be copied and used for each of the goals identified.

Goal chart

District:	Covert Public Schools	School Year:	2008/2009
Section I: Comprehensive Analysis of Student Achievement			
Content Area:	ELA/Writing	<input checked="" type="checkbox"/> Active Goal* <input type="checkbox"/> Maintenance Goal* <input type="checkbox"/> Revised Goal*	
Student Goal Statement: All students will be proficient writers with a strength in organization and details.			
Statement of gap in student achievement (Need Statement): Increase 4th grade writing proficiency by 64% on the MEAP writing assessment.			
Contributing Cause for the gap in student achievement: Lack of knowledge on how to effectively teach writing			
List the multiple sources of data used to identify this gap in student achievement: MEAP data (2006/07, 2007/08, 2008/09) ; writing prompts and assessments, NWEA data, classroom evaluations.			

*Active Goals are goals that reflect areas of current challenge vs. Maintenance Goals that are areas that are not currently a challenge area, but strategies to maintain/increase current level of achievement are needed.

Completed goal charts can be copied and pasted into Section I of the School Comprehensive Analysis Report on Student Achievement and System Processes and Protocols of practices at the end of this CNA. (Green sheets).

Resource Integration

Federal NCLB law requires schools to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as; Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

For goals that the school has established, discuss how you will utilize all available resources to support those goals.

1. What grant related resources are available to this school that support student achievement goals, strategies and action steps?

Grant	Goal Area	Services Provided	Grades Served	Total amount of funding
Title I, Part A	Basic Programs	Instructional Support; Pupil Support; Community Services	Kindergarten through 8 th Grade	\$769,198
Title II, Part A	Teacher/Principal Training and Rewriting	Class Size Reduction Teacher Mentoring	Kindergarten through 8 th Grade	\$120,221
Title II, Part D	Enhancing Education through Technology	Technology	Kindergarten through 12 th Grade	\$7,896
Title V, Part A	Innovative Programs		Kindergarten through 12 th Grade	\$4,377
Title VI, Part B Subpart 2	Rural & Low Income	Community Advocates to improve teacher, school and community relations	Kindergarten through 12 th Grade	\$19,989

2. What initiatives are currently being implemented in the school as a result of these grant funds?

Initiatives for Title I, Part A—Basic Programs

- Direct Instruction –Small group phonics instruction
- One-on-one support with a trained teacher aide
- Differentiated Instruction
- Tier II “push in” program
- My Sidewalks on Reading Street, instruction by Title I teachers and teacher aides
- Reading Recovery
- Read Naturally
- Tier III intervention plan
- Summer Reading Academy for 1st and 2nd graders who are intensive (taught by highly qualified teachers)
- After school enrichment program
- After school homework help and math tutoring
- Individual Learning Plan(s)

Initiatives for Title II, Part A—Teacher/Principal Training and Recruiting

- Class-size reduction

- New teacher/mentoring support
- Technology instructional support

Initiatives for Title II, Part D—Technology

- District-wide technology assessment/PD support

Initiatives for Title V, Part A—Innovative Programs

- District communication (Newsletters)
- Honors enrichment programs for students
- PTA/parent involvement initiatives and family links

Initiatives for Title VI, Part B—Rural and Low Income Grant

- Attendance and Truancy Support Services
- Student Advocate Workers

3. Based on an evaluation of the use of these support resources, how effective have the strategies been in improving student achievement? **Response to Intervention-Tiered Program, Technical Training for Teachers use in classroom, 95% attendance rate**
4. If the school is Title I schoolwide, what gaps in student learning did the school identify? **Writing, Reading Comprehension, numbers and operations in mathematics**
5. What changes in how these resources are used would staff recommend to better support the building student achievement goals?

School:	Covert Elementary	School Year:	2008/2009
Section I: School Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)			
Content Area:	ELA/Writing	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal <input type="checkbox"/> Revised Goal
Student Goal Statement:	All students will be proficient writers with a strength in organization and details.		
Statement of gap in student achievement (Need Statement):	Increase 4th grade writing proficiency by 64% on the MEAP writing assessment.		
Contributing Cause for the gap in student achievement:	Lack of knowledge on how to effectively teach writing Increase 4th grade writing proficiency by 64% on the MEAP writing assessment.		
List multiple sources of data used to identify this gap in student achievement:	MEAP data (2006/07, 2007/08, 2008/09) ; writing prompts and assessments, NWEA data, classroom evaluations.		
Section II: School Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)			
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)			

School: Covert Elementary		School Year: 2008/2009		
Section I: School Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)				
Content Area: ELA/Reading		(X) Active Goal () Maintenance Goal () Revised Goal		
Student Goal Statement: All students will show a strength in comprehension in reading of various texts.				
Statement of gap in student achievement (Need Statement): Increase students showing strength in reading on the 2009-2010 MEAP by 56%.				
Contributing Cause for the gap in student achievement: Inability to compare texts on all levels and answer higher level questions.				
List multiple sources of data used to identify this gap in student achievement: MEAP data (2006/07, 2007/08, 2008/09); assessments, NWEA data, classroom evaluations.				
Section II: School Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)				
Improve student vocabulary and oral language	Read-aloud books, vocabulary, picture/word posters			
Improve vocabulary and word development	Vocabulary list, use ELL poster from reading series, illustrated vocabulary cards with connections, play vocabulary			
Use of nonfiction books to increase fluency and comprehension	Read Naturally Literature Circle Reading A-Z Leveled Readers			
Use mini lessons from text highlighting phrases to increase fluency	Textbooks, decodable readers, scripts/folders Reader's Theatre			

School: Covert Elementary		School Year: 2008/2009		
Section I: School Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)				
Content Area: Mathematics		<input checked="" type="checkbox"/> Active Goal <input type="checkbox"/> Maintenance Goal <input type="checkbox"/> Revised Goal		
Student Goal Statement: All students will show a strength with numbers and operations in mathematics.				
Statement of gap in student achievement (Need Statement): Improve students showing a strength in numbers and operations on the 2009-2010 MEAP by 52%.				
Contributing Cause for the gap in student achievement: Students lack of knowledge of the place value number system.				
List multiple sources of data used to identify this gap in student achievement: MEAP/NWEA and end of unit assessments.				
Section II: School Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)				
Teacher PD of aligning assessment/curriculum	Revision of math curriculum and assessment			
Story problems at each grade level	Use of manipulatives for story problems			
Measurement tools and vocabulary				
Test taking skills	Resource books, Study Island			
Math Word Wall (interactive)				

Summary of CNA Completion Process

1. How will the school use the insights gained from this self-assessment to inform and enhance continuous school improvement plans? **Look for more opportunities to get student feedback and implement assessments at the building level to monitor GLCE mastery at each grade level.**
2. What process did the school use to complete this self assessment? **Data compiled from state and district assessments, data collected throughout the year from staff, open discussions at School improvement meetings**
3. Please describe and include who was involved in completing this self assessment. (Use chart below)

Name	Signature	Position	E-Mail
Leadriane Roby		Elementary Principal	robyl@covertps.org
Melanie Smith		Elementary School Improvement Chair	smithm@covertps.org
Claire Kliss		Elementary School Improvement Chair	klissc@covertps.org
Ricky Jones		High School Principal/Assessment Coordinator	jonesr@covertps.org
Laura Solomon		Teacher	solomonl@covertps.org
Amy Tinsley		Teacher	tinsleya@covertps.org
Rachel Symonds		Teacher	symondsr@covertps.org

Completion of CNA and Development of School Improvement Plan



PART I. MISSION STATEMENT, SHARED VISION, AND BELIEF STATEMENTS

A. Mission Statement

Covert Public Schools is a community-minded organization dedicated to the education of students from early childhood to adulthood. We will:

- Provide educational leadership through quality instruction
- Implement an academically sound, standards based curriculum
- Support students in meeting grade level benchmarks for district and state standards

B. Shared Vision

We put your children first by ensuring academic excellence, civic responsibility and developing life long learners.

C. Education Belief Statements that Support Learning for All

Covert Elementary Belief Statements:

- All children can achieve.
- Each child is a unique individual.
- Responsibility for learning must be shared by student, school and parent.
- Recognizing cultural diversity enhances creativity and promotes positive self-image.
- The use of technology is needed to adequately prepare students for the expectations of our society.
- Every staff member makes a difference.
- Remain and strive towards a professional community among teachers.
- High expectations for students in and outside of the classroom.



PART II. CURRICULUM DEVELOPMENT AND ALIGNMENT

A. English Language Arts

1. Process to review and revise curriculum

After reviewing the summary of effectiveness and in response to RTI we have adopted a new core reading series. Teachers will become very intentional in their planning. The process we will use:

1. Develop scope and sequence
2. Develop grade level rubrics
3. Define supplemental resources
4. Identify interventions
5. Develop a curriculum map and pacing guides
6. Develop assessments

Grade levels will meet monthly with the Title I team to discuss interventions and the core reading program. We will develop intervention plans for individual students based on data.

2. Processes to develop alternative measures of assessments

- Teachers will use DIBELS as their base assessment.
- MLPP retell, MLPP Spelling inventory
- Other MLPP assessments will be used for intensive students

3. Strategies for technology:

Covert Elementary Teachers utilize the following technology strategies in instruction:

- Read Naturally is a technology based program to enhance informational reading.
- The media center will be automated to aid students in the book selection process.
- Team teaching
- Student use of curriculum based software for acceleration and enrichment.
- A-Z books is a web based programs used to supplement the core program.
- MI- Tracker will be used to drive instruction.
- Study Island



B. Math

1. Process to review and revise curriculum

The Title I team attends grade level meetings to review the math curriculum. Fifth grade will use Connected Math in conjunction with Everyday Math. This will help students as they enter the sixth grade. MEAP data was analyzed at each grade level. The steps are as follows:

1. Test item analysis
2. Rank items in order of importance
3. Develop scope and sequence
4. Develop curriculum map
5. Develop assessments

2. Processes to develop alternative measures of assessments

Covert is working closely with AESA to find holes in the curriculum utilizing an end of the year assessment. Teachers will be able to revise curriculum maps/action plans to reflect the findings of AESA. Teachers also use the Everyday Series CD to help create test items. Each grade level created assessment binders based on the GLCE's.

3. Strategies for technology:

Covert Elementary Teachers utilize the following technology strategies to differentiate instruction to allow for accessible communication between students and teachers assisting in diagnosing and addressing learning deficiencies. Teacher capacity will also be expanded to collect data to improve instruction:

- Implementation of Accelerated Math program, including professional development for staff
- Team teaching
- Student use of curriculum based Orchard software for acceleration and enrichment
- Study Island

4. Variations from MCF:

Covert Elementary School is strictly adhering to the grade- level benchmarks as designated by the MCF.



C. Science

1. *Process to review and revise curriculum*

The Title I Team in conjunction with grade level teachers has adopted the Battle Creek Science Kits. These kits are aligned with the state benchmarks. Teachers have been given an opportunity to view the new GLCE's and give feedback. All teachers will receive:

1. Specific training from the Battle Creek Math and Science Center pertaining to their areas of instruction.
2. Develop a yearly curriculum map indicating when each benchmark will be taught.
3. Integrate science into the English Language Arts Block.
4. Determine what resources will be used to deliver the instruction (i.e. text series, teacher created units, etc.)
5. Analyze assessments to close any gaps in instruction.

2. *Processes to develop alternative measures of assessments*

Battle Creek Math and Science Center has assessments which correlate to each kit.

3. *Strategies for technology:*

Covert Elementary Teachers utilize the following technology strategies in instruction:

- Field trips
- Team teaching
- United Streaming
- Student use of curriculum based software for acceleration and remediation
- Internet for research

4. *Variations from MCF:*

Covert Elementary School is strictly adhering to the grade- level benchmarks as designated by the MCF.

D. Social Studies

1. *Process to review and revise curriculum*

Grade level teams are looking at the revisions to the social studies GLCE's.



1. Determine the grade-level benchmarks
2. Identify if and where the benchmarks are currently being taught at the particular grade-level.
3. Develop a yearly curriculum map indicating when each benchmark will be taught.
4. Integrate social studies in the English Language Arts Block.
5. Core Democratic Values have been delineated across the grade levels.
6. Analyze assessments for proper alignment.
7. Develop aligned assessments (Ongoing)

Teachers will create a curriculum map based on their experience teaching the GLCE's and utilizing recently purchased social studies materials.

2. Processes to develop alternative measures of assessments

MI Climb in conjunction with text series assessments are being used as resources to develop assessments aligned with the current curriculum. Teachers are working in grade-level teams to create assessments that reflect the taught curriculum as well as the benchmarks.

3. Strategies for technology:

Covert Elementary Teachers utilize the following technology strategies in instruction:

- Field trips
- United Streaming
- Team teaching
- Student use of curriculum based software for acceleration and enrichment
-

4. Variations from MCF:

Covert Elementary School is strictly adhering to the grade- level benchmarks as designated by the MCF.

E. On-the Job Learning

Covert Elementary School integrates career education into the curriculum through referenced lessons and field trips that focus on jobs and their use of skills in the four core areas. Assemblies are designed to expose students to various artistic and humanity fields. We are developing a partnership with Entergy. Their scientists will come to the school and mentor our students. During Black History Month, students had an opportunity to meet African



American entrepreneurs from the area. The bus safety patrol also worked on the playground as peer mediators.

F. Transition Strategies

Pre-School Transition Strategies

Covert Elementary School has a unique situation. Our preschool students are housed in the same location as the lower elementary students (K-1). Taking advantage of this situation, the preschool students have a kindergarten buddy periodically.

- PreK students recite poetry in K classrooms (September)
- PreK teachers meet with Kindergarten teachers for curriculum planning (Monthly)
- PreK students read books with Kindergarten students in Kindergarten classrooms (January-June)
- K teachers accompanied the PreK teachers on Spring home visits (April)
- PreK students attend morning recess with Kindergarten (April, May)
- PreK teachers attended Kindergarten round-up (April)
- Flyers for round-up are sent to Head start and other local tuition based programs
- PreK students accompany Kindergarten buddies in the lunch line (2-4 times/Spring)
- PreK representative is on the School Improvement team

5th grade transition to Middle School

- Small group of 7th grade students talked to the 5th grade classes (March)
- Small group of 8th grade students talked to the 5th grade classes (April)
- 5th grade students shadowed a middle school student for a day. (May)
- 5th grade students practice opening lockers (May)
- The middle school principal comes in to reflect with 5th graders about their experience (May)
- Late Summer/Fall student/parent- Introduction to Middle School workshop



PART III. PLAN DEVELOPMENT

Delineate Stakeholders:

Building/Program Administrator	Teachers	Other School Employees	Parents	Other Residents
Leadriane Roby	Claire Kliss Amy Richardson Laura Solomon Amy Tinsley Melanie Smith Jennifer Savillo Rachel Symonds Angela Hester Sandi Crocker Carolynn Sidlauskas (prek)	Jeanette Boone Marivel Bautista	Maria Villegas Luisa Aburto Elfega Aburto Ernesto Saucedo Maria Alcauter Juventino Alcauter Ana Coates Noemi Gonzalez Ana Villegas	Andre Reddick Flozene King
				Board Members
				Barbara Norman

Family Involvement:

Covert Elementary
REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Covert Public School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

Covert Elementary School will provide a high quality curriculum and instruction in a supportive learning environment. Each school year consists of enhancing the basic educational program in the areas of English Language Arts, Mathematics, Science and Social Studies. The focused grade levels are K-8 with extraordinary emphasis in the grades K-5. The catalyst for growth is the continuous improvement in language literacy for all students. Literacy competence has implications for all subjects to include English language art, math, science and social studies. If we can ensure that all students achieve fluency in reading this will have profound implications for student performance in other academic areas.

English Language Arts (ELA)

ELA goals include increasing all students’ fluency, vocabulary and comprehension skills in



reading. Connecting personal knowledge and experience to understand themes and ideas through writing to build “voice” in narrative essays.

Math

Mathematics instruction will be upgraded with the implementation of revised math curriculum. Each grade level has an assessment binder for connecting curriculum to the Grade Level Content Expectations. Teachers will receive practical math strategies for accelerating students’ math achievement. Additional teacher support provided to improve mathematical operational skills in real numbers. All grade levels utilize interventions and progress monitoring to support computation standards and assist math students for a better transition into the upper grades.

Science/Social Studies

Teachers are trained to integrate literacy into their science instruction. We are using the Battle Creek Math and Science Centers (BCMCS) science kits for K-5 students. K-5 utilize the McMillan-McGraw-Hill Social Studies program which includes leveled reading literature materials to go with social studies lessons.

Extended Curricular Program Support

All students will be eligible to receive enhanced extended year educational services during the year and in the summer. Priority will be given to students with the greatest academic need. There will be an intensive reading academy program for 1st and 2nd grade students. Second through fifth grade students participate in a language arts workshop experience, focusing on writing from knowledge and experience. Our after-school and summer school programs are designed to provide enriching experiences for students primarily in the areas of language arts, science and social studies and math.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. The dates of conferences are as follows:

Fall 2009 and Winter/Spring, 2010

3. Provide parents with frequent reports on their children’s progress. Progress reports for 4th and 5th grade students will be given on the following days:

Week of October 12th, 2009

Week of January 25th, 2010

Week of May 10th, 2010

4. Provide parents reasonable access to staff. Staff is available for conferences and phone calls before school (8:27 to 8:55am), during plan time, and after-school (3:36 to 4:01pm).



5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Reading Prime Time	Read to students in classroom
Parent Workshops	Volunteer in classroom
Academic Fair	Volunteer at the school carnival
Diversity Day	Attend field trips
Other events throughout the year	

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Groupwise Gradebook is available via internet to allow parents to access their child's academic progress.

Covert Elementary School has created an Action Team Partnership with parents. Parents have been encouraged to share their concerns with the PTA. Parents are encouraged to volunteer in classrooms and participate on field trips. Parents have access to homework information by utilizing the parent internet viewer. We have an annual Grandparents' Day. Grandparents visit classrooms and eat lunch with their grandchildren. On the even numbered years we have a mother-son dance, in the odd numbered years it is a father-daughter dance. The Family Links program is provided for families with children ages 0-3. This program teaches parents essential skills in raising newborns. There are Hispanic employees whose role is translating information to Hispanic parents. All newsletters are sent home in English and Spanish to accommodate all our families. Translators are provided for parent-teacher conferences and special education meetings also other functions i.e. student of the month assemblies, parent workshops, Pre-K and Kindergarten round-up. Every spring we have an academic fair to showcase student performance. This year we had three parent workshops/breakfasts. The parents learned about math games and internet safety. A survey will be sent to families getting their suggestions for workshop topics. Each year we include a Hispanic awareness month and Black History month. We ask families to come in and share their cultural experiences. Parents and community members from both cultures share customs and cuisine.



Covert Elementary School Improvement Plan

Strategies to Increase Parental Involvement

Date	Activity	Participants	Event/Total
September	Open House/Ice Cream social	Parents Staff Students	\$250/\$250
September	Grandparents Day	Grandparents Staff Students	\$300/\$300
September – May	Student of the Month Assembly	Parents Students Staff Translator	\$50/\$450
September 15 th -October 15 th	Hispanic Heritage Month	Parents Students, staff	\$200/\$200
October, January, May	Parent Workshops	Parents Presenter (in-house)	\$100/\$300
September, November, January, April	District School Improvement meeting	Parents Community Staff	\$200/\$800
December, March, June	Good Behavior Night	Parents Students Staff	\$265/\$800
January	Martin Luther King, Jr Program	3 rd graders Parents Community	\$0/\$0
December-February	Prime Time Reading Night	Students Staff Parents Community Librarian	\$4000
March	Academic Fair	Parents Students Staff	\$350/\$350
November/March	Honor Roll Dinner	Honor Roll students Parents Principal Staff	\$500/\$1000
April	Health/Wellness Puberty Training	Nurse Parents Students	\$500/\$500
April	Pre-K, Kindergarten Round-up	Pre-K, K staff Parents Secretary Translator	\$200/\$200
April	Poetry Slam	Parents, students, staff	\$25/\$150
May	First grade Mother's Day Tea	1 st grade mothers, grandmothers 1 st grade staff	\$100/\$100
May	Mother/Son Dance	Mothers Sons, staff	\$500/\$500
June	Honor Roll Field Trip	Parents, staff Honor students	\$1000/\$1000

Evaluation of Parent Involvement

- Surveys after Parent Workshops



Covert Elementary School Improvement Plan

- Survey at various functions (i.e. open house, parent teacher conferences, academic fair)
- Sign in sheets
- Attendance

Coordination of Resources:

The parent/community liaison coordinates a PTA carnival which involves families and community members. Covert Elementary also participates in the Van Buren County Girls on the Run program for grades 3-5. Our students are also welcome to participate in the SHayd program in South Haven. This is an after school activity and tutoring program. Big Brothers and Sisters have a partnership with our district. They come in weekly to mentor the younger students. Lory's Place is a local grief center which comes to Covert monthly to give our students small group grief counseling.

Role of adult and community education, libraries, and community colleges in the learning community:

- RIF coordinates with the community library for summer reading program awareness.
- Partnership with the local library. Teachers are encouraged to walk their classes there and exchange books. The 09-10 school year will feature Prime Time reading in the evenings at the Community Library.
- Community Health Fair
- Monthly read-alouds coordinated with the monthly writing theme. Community members come to read to the students.
- Board of Education and Community Members volunteer in classrooms. Small groups or one-on-one reading.
- Elementary students work with employees from the Berrien Teachers Credit Union. The students set up bank accounts that are run by students at the school.
- After school scout programs for boys and girls.
- WE-CARE
- Lake Michigan College opens its doors to the staff of Covert for in-service purposes.
- St. Jude's Math a thon
- Jump For Heart- The American Heart Association

Supplemental Instructional Services:

- Direct Instruction –Small group phonics instruction



Covert Elementary School Improvement Plan

- One-on-one support with a trained paraprofessional
- Differentiated Instruction
- Tier II “push in” program
- My Sidewalks on Reading Street, instruction by Title I teachers and Teacher aides
- Read Naturally
- Tier 3 intervention plan
- Summer Reading Academy for 1st and 2nd graders who are intensive (taught by highly qualified teachers)
- Recipe for Reading Phonics Program
- Battle of Books Reading Program
- Zoo-Phonics
- After school enrichment program
- After school homework help and math tutoring

Site Based Decision Making Process :

In order to plan for proper decision-making meetings will take place twice a month with all stakeholders represented. For the 09-10 school year, we will move toward using Professional Learning Communities. The communities will consist of two grade levels together, (K-1, 2-3, 4-5). During this process teaching teams will look at student work, across curriculum, and plan for appropriate methods to different instruction. Agendas and minutes will evidence each meeting. A representative from each group will meet monthly with the school improvement chairs to constantly show progress.

Implementation:

The elementary school will set up a booth at open house. The booth will welcome parents and encourage parents to volunteer in classrooms throughout the school year. Small incentives will be given to help booster parent involvement. Parents will also be asked to share any talents they may have with students. The elementary will involve the PTA in this process.

In order to provide better communication with parents the elementary school will utilize the school marquee. The school will also send written communications including all upcoming events. The upcoming events will be mailed along with the district newsletter. Each grade level creates a monthly newsletter to inform parents about the events in each classroom.

Evaluation:



Surveys, test data, and program data will be used to create better services for students. A survey will be created to look into the new programs and parent input will be evaluated. Teachers currently use test data to better guide instruction. Test data will continue to assist teachers in student performance. The data will continue to drive instruction and create professional development for staff. Professional Learning Communities will provide teachers with collaboration opportunities to better student performance. Students often reflect on school experiences to assist teachers in the decision making process.

Teacher Participation in Making Assessment Decisions:

Staff is actively involved with grade level teams in the building. They currently use common assessments for each grade level. During the 2009-2010 school year classroom teachers will meet concurrent grade levels in Professional Learning Communities. In addition an instructional specialist (SE) teacher will participate in grade level planning to ensure access to general education curriculum for all students. Teachers will look at assessments, collaborate, and plan for plan how to differentiate instruction for students who have not reached particular standards.

Surveys:

Surveys are given to staff, students, and parents to improve programs at Covert Elementary School. In the fall of 2008, parents were given a survey about the school. Most parents felt welcome and believed they were treated with respect. The parents also felt the teacher and principal kept them well informed. Overall, the parents were pleased with Covert Elementary. As a result of the survey, we added after school programs such as karate, Girls on the Run, enrichment classes, and soccer. The parents also voiced their concern for uniforms. Mr. Reddick, PTA coordinator, created an ad-hoc committee to look at uniforms. After considering the results of the surveys, the pros and cons on both sides of the issues, and their own conversations with other parents and staff, this workgroup intends to recommend the following to the district school improvement team on the 28th:

- A standard dress policy is not needed at this time. A strict, consistently enforced (by all staff) dress code (K-12) can achieve the results they want. (Even though the issues are in HS/MS, they suggested including elementary to reinforce the ideals as the kids grow)
- Revise the current dress code to make it non-ambiguous. More specific language is needed and they (parents) are willing to work with staff to improve the code.
- Involve parents at the first offense. End the policy of giving warnings. Parents are responsible for their kids dress and should be notified right away.
- No student should be suspended for violating the dress code. Other deterrents such as, notifying parents, detention, in-school suspension, and Saturday school should be used.



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- Use parents as volunteers to monitor how kids are dressed when they enter school and to monitor the hallways.
- Let students know that if they can not adhere to a dress code, then parents will ask the school to adopt a standard dress policy.

Teachers have also been included in surveys. The survey results showed that teachers like the three tier approach to reading. One of the roadblocks is securing substitutes when teacher aides are absent. The Kindergarten teachers are very grateful to have a full-time aide which allows them to differentiate their instruction all day. As a result of the professional development survey the school improvement team has looked for a different writing consultant. Many teachers felt it was time to work with someone new. Literature circles was a request from both teachers and teacher aides. We would like to enrich our benchmark students during Tier II time. Covert Elementary also uses data to drive decisions. After looking at NWEA and MEAP data it was concluded that number sense would be an important area for math professional development.

Revision:

The district school improvement team will meet four times a year. Professional Learning Communities will meet twice a month. The team will analyze strengths and weaknesses. The team will re-plan and expand the successes and failures. The professional learning community will drive the school improvement plan. A survey will be created for parents who attend parent teacher conferences. The survey will assist the school improvement team in determining the voice of the parents in conjunction with the curriculum.

School Improvement Goal Action Plan(s) Directions:

Priority Needs:

- #1 Writing
- #2 Reading
- #3 Math

Goal statements:

School Improvement Goals (2009/10)

I. Increase all 4th grade students writing proficiency by 64% on the 2010 MEAP.

Compelling Evidence

- At least 80% of 3rd -6th graders received the MEAP comment needs details and examples to adequately develop the ideas and content
- 16% of 4th graders were proficient on the writing MEAP
- 82% of 4th grade students received the MEAP comment needs details and examples to adequately develop the ideas and content.



Goal statements (continued):

II. Increase students showing strength in comprehension on the 2009-2010 MEAP by 56% by focusing on comparing and contrasting text.

Compelling Evidence

- At least 75% of the proficient 3rd-6th graders on the reading MEAP showed that comprehension was their weakness.
- On average MEAP scores decreased 7% in grade levels 3rd-6th on the reading test.
- 81% of 2nd-5th grade students were identified as low reading comprehension proficiency on the NWEA test.

III . Increase students showing strength in numbers and operations on the 2009-2010 MEAP by 52% through the utilization of best practice strategies.

Compelling Evidence

- In grades 4th-6th, at least 70% of the students who were proficient on the math MEAP number operations was their weakness
- 100% of students in grades 3, 4 and 5 who scored a 3 or 4 on the MEAP had a weakness in number operations
- On average MEAP scores decreased 2% in grades 3 and 4.

Timely Additional Assistance to Students			
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Grade Level	Content Area	Criteria for Selection	Assistance Provided
K-8	All	Instructional staff referral	STAT Team Interventions Classroom, school and behavioral modifications created and analyzed Community agency involvement when needed
K	All	MLPP data, DIBELS data, Teacher observations/Assessments	All day Teacher Aide to provide one on one or small group support
1-8	ELA	DIBELS data, MLPP data, Assessment binder data	Tier II reading support Tier III reading support After school support
1-5	Math	AESA assessments, Grade level assessments	Tier II reading support Team teaching support
K-8	Student Welfare	Discipline referral data (SWIS), instructional staff referral	Behavioral Contract Functional behavior assessment



Additional Assistance to Students

The long term effect of attendance is one of the factors that determines a student's future success in college or in the work place. In order to maintain high attendance levels the elementary school is implementing an attendance officer and truancy officer. Students are encouraged to be on time and attend school daily.

Research	Strategies /Interventions	Persons Accountable	Timeline	Resources	Funds
The long term effect of attendance is one of the factors that determines a student's future success in college or in the work place. http://digitalcommons.unl.edu/dissertations/AAI3180799/	<ol style="list-style-type: none"> 1. Confer regularly with teachers, counselors, principals, and other staff to identify problems of tardiness, attendance, and student truancy. 2. Conduct home visits and parent conferences on student truancy and attendance problems. 	Joe Eberhart Denise Mitchell	09-10 School year	Pinnacle Attendance Software	Title I, AARA



Covert Elementary School Improvement Plan

Writing Action Plan

Goal: Increase all 4th grade students writing proficiency by 64% on the 2010 MEAP.

Research	Action Strategies (Tasks)	Resources needed	Budget implications	Person Responsible	When will action steps occur and when will they be completed?	Monitoring Indicators How do we measure success?
http://www.culhamwriting.com/ “State standards are clear about how important writing is, and although writing standards vary, all of them have the same goal: To make sure students are competent writers. The Traits of Writing model covers writing from all dimensions and breaks down the writing process for students”	Use of adjectives, noun and verbs	Wee Can Write textbook	\$510.00	Kindergarten Teachers	Sept – May	Writing rubrics (one per trimester)
Teach the Traits of Effective Writing , Shirley Poulton “Power writing uses a numerical structure to teach students the very basics of these two traits. While most students learn this effective organizational tool and move on in their writing, Power Writing is especially helpful for students who struggle with these two traits.”	Power Tower focusing on one topic (P2), Multiparagraph writing	Power Tower Sticky notes	None	Classroom teachers, teacher aides support	Sept- May	Student created page for a class book, one per trimester with rubric



Covert Elementary School Improvement Plan

Research	Action Strategies (Tasks)	Resources needed	Budget implications	Person Responsible	When will action steps occur and when will they be completed?	Monitoring Indicators How do we measure success?
<u>Learning to Teach... not just for beginners.</u> Linda Shalaway "Graphic organizers can be used to activate background knowledge or they can help students organize material in a textbook and in writing"	Use venn diagrams, T-charts to organize writing	graphic organizers	None	Classroom Teacher, teacher aides	Sept-May	observation
http://www.culhamwriting.com/ "State standards are clear about how important writing is, and although writing standards vary, all of them have the same goal: To make sure students are competent writers. The Traits of Writing model covers writing from all dimensions and breaks down the writing process for students"	Demonstrate adding details using anchor papers, use anchor papers for organization	Markers Anchor papers, transparencies	None	Classroom teachers	weekly, once a month	Teacher observation, published writing with a rubric
"The writing conference lets you engage in the teaching dynamic of unique one-on-one interactions between students and teacher regarding their personal writing." Ralph Fletcher and Joann Portal	Writer's workshop, writing conferences	Writer's workshop training	\$7,000	Classroom teachers	Throughout the year	Observation of writing conferences, logs with areas of improvement



Covert Elementary School Improvement Plan

Reading Action Plan

Goal: Increase students showing strength in comprehension on the 2009-2010 MEAP by 56% by focusing on comparing and contrasting text.

Research	Action Strategies (Tasks)	Resources needed	Budget implications	Person Responsible	When will action steps take occur and when will they be completed?	Monitoring Indicators How do we measure success?
Classroom Instruction that Works , Robert Marana "Students achieve percentile gains of up to 46 % as a result of developing proficiency in identifying similarities and differences"	T charts, Venn Diagram to compare texts, teacher modeling	graphic organizers, large posters for classrooms		Classrooms teachers	Throughout the school year	Teacher observation, students complete individual graphic organizers, Students write 3-5 sentences to compare any aspect of the story compare contrast essays
Department of Education and Early Childhood, "Modeling texts will influence how students read a text and what it may tell them"	Model and show the elements of fiction and nonfiction	Overhead, books from writing library		Classroom teachers, TitleI	September – November	Teacher observation
The Reading Teacher , Dorn, French, Jones. "Comprehension charts help students think about what they have read, evaluate their thoughts and feelings, and make connections"	House organizer to compare to texts, mini lessons on cross text connections	Student level appropriate text		Classroom teachers	Throughout year, revisit each trimester with intentional assessment	Compare contrast essays using rubrics (one per trimester)



Covert Elementary School Improvement Plan

Research	Action Strategies (Tasks)	Resources needed	Budget implications	Person Responsible	When will action steps take occur and when will they be completed?	Monitoring Indicators How do we measure success?
Classroom Instruction that Works , Robert Marzano “Students achieve percentile gains of up to 46 % as a result of developing proficiency in identifying similarities and differences	Character analysis of 2 texts	Student texts		Classroom teachers	Throughout the year	Student draw 2 main characters, graphic organizers, 3 sentences comparing the characters



Covert Elementary School Improvement Plan

Math Action Plan

Goal: Increase students showing strength in numbers and operations on the 2009-2010 MEAP by 52% through the utilization of best practice strategies.

Research	Action Strategies (Tasks)	Resources needed	Budget implications	Person Responsible	When will action steps take occur and when will they be completed?	Monitoring Indicators How do we measure success?
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “The use of manipulative materials is the best way to develop the prerequisite skills necessary for the learning place value.”	Match sort and organize Cuisenaire rods during whole group on the overhead as well as during center exploration	Cuisenaire rods both plastic and overhead		Classroom teachers	Sept-January	Teacher observation
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “Some of the most useful concrete materials used in teaching the place value concept are counting materials such as counting blocks, unifix cubes, Cuisenaire rods, converted egg cartons, multi-base materials”	Compose numbers and breakdown numbers using Don Blanchard strategies	Base 10 blocks Small links		Classroom teachers	Sept.-February Guided during calendar and large group. February-May Independent calendar and center exploration	Observation and teacher created assessments.



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Research	Action	Resources	Budget	Responsible People	When?	Assessment
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “The use of manipulative materials is the best way to develop the prerequisite skills necessary for the learning place value.”	At calendar use Cuisenaire rods to show days date etc...	Place value rods		Classroom Teachers	Sept- May	Observation/unit tests
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “The use of manipulative materials is the best way to develop the prerequisite skills necessary for the learning place value.”	Everyday math and Don Blanchard 100’s chart games	Place Value mats		Classroom teachers	Sept-May	Observation/Unit tests
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “The use of manipulative materials is the best way to develop the prerequisite skills necessary for the learning place value.”	Relate place value to money using money mats, writing #'s too	Money mats Bills Whiteboards Markers		Classroom teachers	Sept- December, more if needed	Teacher observation, seeing if student can build, read and write #'s, AESA math tests, weekly four box math problems



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Research	Action	Resources	Budget	Responsible Person	When?	Assessment
www.nctm.org “A coherent curriculum effectively organizes and integrates important mathematical ideas so that students can see how the ideas build on or connect with other ideas, thus enabling students to learn with understanding, develop skill proficiency, and solve problems.”	Practice expanded notation using whiteboards, Use base 10 blocks to give the place value of each digit in numbers	Whiteboards, markers, base 10 blocks		Classroom teachers	October-May, November place value unit	Quiz, unit assessment
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “The concrete experience should be recorded immediately both in representational and written form after or during the concrete activity.”	Use base 10 blocks to show #'s to one million (in words and digits)			Classroom teachers	November place value unit	Quiz at end of lesson and end of year assessment
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “The concrete experience should be recorded immediately both in representational and written form after or during the concrete activity.”	Base 10 Chain Expanded notation The decimal fraction links Rounding significant figures	Number slider Number expander Linear arithmetic blocks Number games		Classroom teachers	November	Pre/Post testing teacher created



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Research	Action	Resources	Budget	Responsible People	When?	Assessment
<u>Place Value Concept: How Children Learn It and How to Teach it, by Mahesh C. Sharma.</u> “The concrete experience should be recorded immediately both in representational and written form after or during the concrete activity.”	Equality/Inequality Left with right comparisons Equalizing zeroes Leading zeroes	Number linear Decimal square calculators		Classroom teachers	Ongoing	Pre/post testing.



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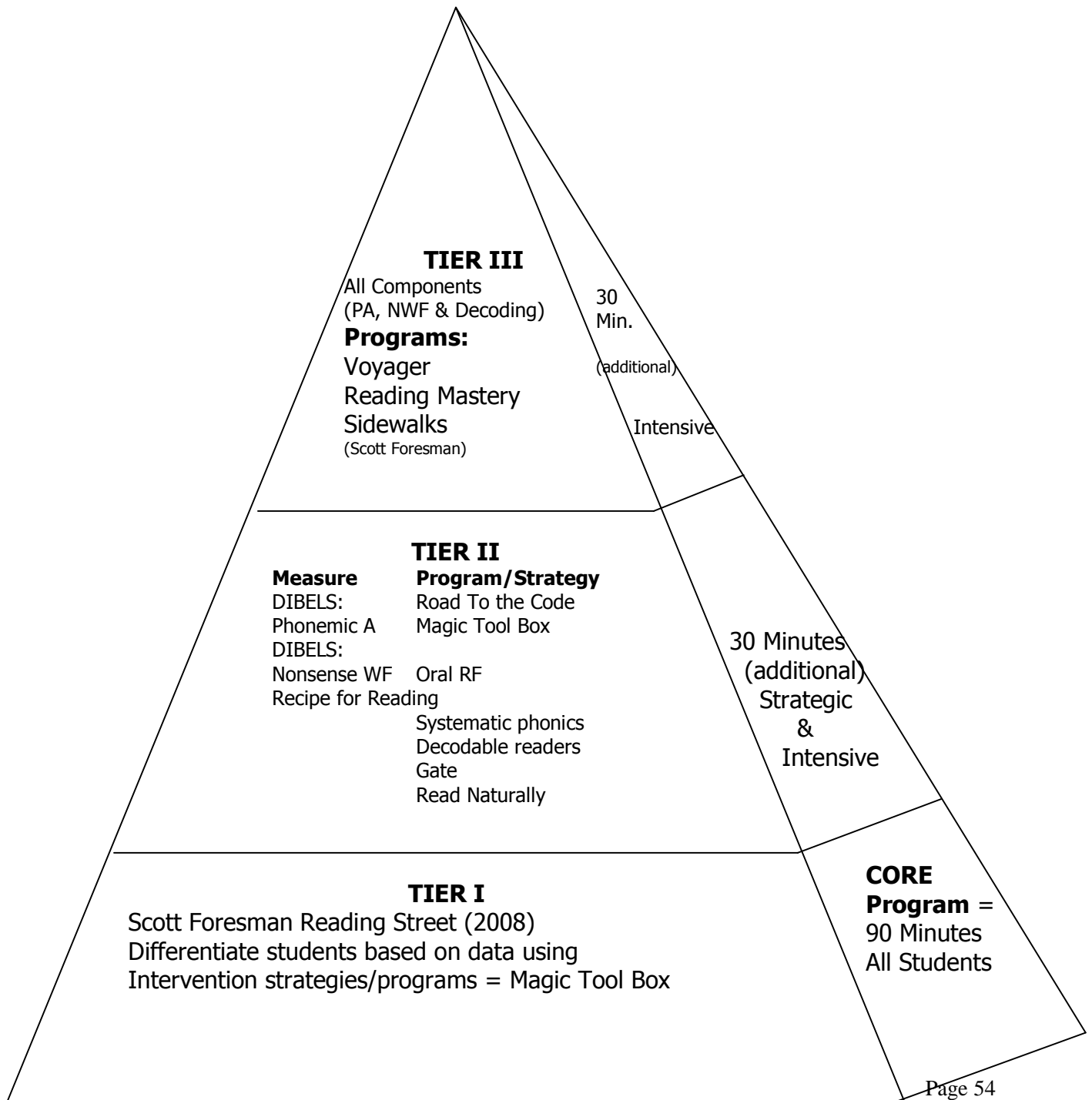
Technology Integration

Goal: Integrate the use of technology in the classroom to improve teaching and learning, facilitating teachers' ability to differentiate instruction.

Action Strategies (Tasks)	Resources needed	Budget implications	Person Responsible	When will action steps occur and when will they be completed?	Monitoring Indicators How do we measure success?
Implementation of Accelerated Math program in grades 4-5	Scanners, library software	\$5000	Technology specialist, 4-5 th Classroom Teachers, Title-one Teachers— (10)	Sept-May	Weekly assessments on basic math concepts
Training on scaling up RTI strategies to include progress monitors	Trainer for PD	\$1000	Technology specialist, 4-5 th Classroom, principal Teachers—(8)	Sept. 2009	Monitoring of student use of assess. system and tracking of students progress
Implementation of classroom performance system	System Purchase, on-site training	\$10,000; \$2000 (trainer)	4-5th Classroom teachers	October 2009	Monitoring use of system. Tracking grades over time and track student's time on task

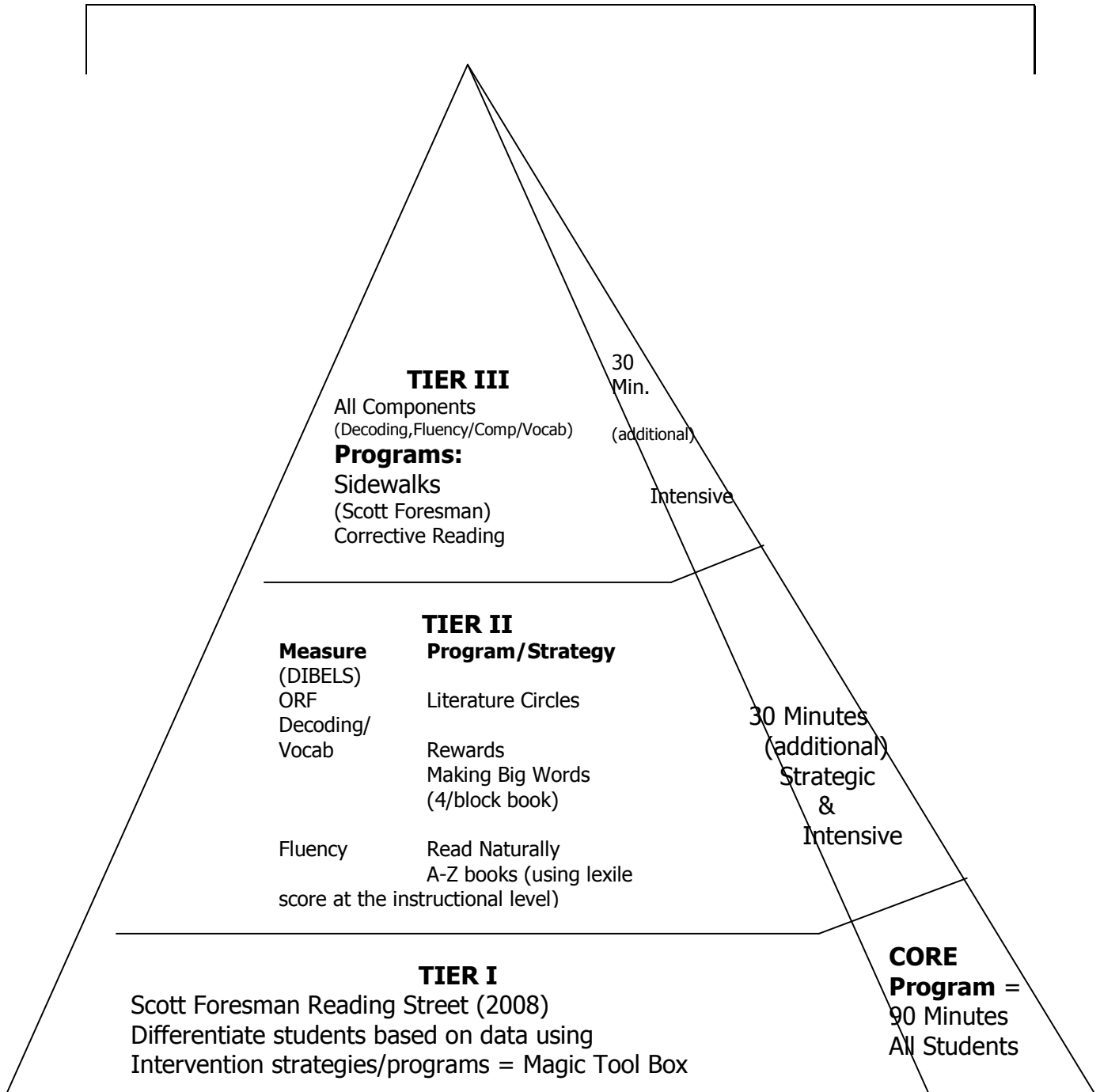


Kindergarten – 3rd Grade **R**esponse to **I**ntervention **OVERVIEW**





4th – 5th Grade Response to Intervention OVERVIEW





Instruction by Highly Qualified Professional Staff

One hundred percent of the 28 Covert Elementary School's teaching staff members are highly qualified. They all possess a Bachelor's degree and full state certification and show evidence or meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T. C.), or a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teacher. The 10 paraprofessionals are highly qualified and meet NCLB requirements for their positions.

Strategies to Attract High-Quality Highly Qualified Teachers

At this time, Covert Public Schools has no open teacher positions. The teaching staff at Covert Elementary is highly qualified and has been at the school for an average of 11 years. There are 8 staff members who have more than 15 years of experience. The turnover rate at Covert used to be high. Currently, the turnover rate has been reduced due to a new principal and a full-time teacher mentor.

Covert Public Schools participate in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: a full-time mentor, new teacher orientation, monthly meetings with all the new non-tenured teachers, one on one meetings with the mentor (as needed), scheduled professional development, and the Title I team. The Title I team works with teachers to set up flexible reading tier groups.



Covert Elementary School Improvement Plan

Elementary Professional Development 2009/2010

Date	Topic	Presenter	Rationale	Target Audience	# of Participants	Budget	Budget Source
August 27 th -28 th (non-tenured teachers)	orientation	District Mentor, C. Kliss	Set goals, create classroom plans, get acquainted with policies	Non-tenured Teachers	12	\$3500	General Fund
September 1 st	Literature Circles with Guided Reading (2-5)	BER/ Gayle Nyquist	Comprehension strategies	2-5 Teaching staff, aides, Title I	20	\$ 4513	Title I
September 1 st	Literacy Centers And Small Group Instruction (Pre-K-1)	Educator's Training Network/Linda Ross	Decoding, Vocabulary, and Comprehension	Pre-K-1 Teachers, aides, Title I	15	\$2450	Title I
September 2 nd	Professional Learning Communities/ Looking at Writing	Melanie Smith Claire Kliss	Create rubrics, different grade levels working together	Teachers, Title I	25	\$150	Title I
September 28 th	Professional Learning Communities/ Looking at student work	Leadriane Roby	Grade student work according to the rubric/ discussion	Teachers, Title I	36	\$100	Title I
September 8 th , October 13 th , November 10 th , December 8 th , January 12 th , February 9 th , March 9 th , April 13 th , May 11 th ,	Professional Learning Communities	Staff Mrs. Roby	Working together on school improvement and data analysis	Teachers, Title I	36	\$150/\$1350	Title I



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October	Reading Curriculum Map	Claire Kliss	Update current Reading Curriculum maps as a grade level	Teachers, , Title I	25	\$100	Title I
February	Writing	Heinneman	Writing Workshop	Teachers, Title I	25	\$7200	Title I
March	Number Sense	TBA	Math Action Plan	Teachers, Title I	36	\$5000	Title I

Addendum

Title 1 Plan 2009-11

The Covert Public Schools Title 1 plan for the 2009-11 school years consists of enhancing the basic educational program in the areas of English Language Arts, Mathematics, Science and Social Studies. The focused grade levels are K-8 with extraordinary emphasis in the grades K-5. The approach will be to consider the big ideas in reading. The big idea which will be our catalyst is the improvement of language literacy for all students. Literacy competence has implications for all subjects to include ELA, math, science and social studies. If we can ensure that all students achieve fluency in reading this will have found profound implications for student performance in other areas.

We have adopted a systemic approach to addressing the acute and protracted problems of literacy within the district. The first step was to identify the scope of the problem. We began by assessing a sample of the students in the spring of 2005 using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The preliminary data revealed that we had a serious problem of literacy proficiency in our student body. It was determined that our students needed strategic and systematic plans if we were to address the significant numbers of at risk students.

In the fall of 2006, we assessed students in grades K-5 using the DIBELS assessment instrument and defined students in terms of low risk—at benchmark; moderate risk—strategic; and high risk—intensive. Armed with student data, we implemented the Tier III reading model (Texas Educational Agency 2003). The Tier III model provides a process for delivering quality reading instruction and reducing the prevalence of reading difficulties in kindergarten through third grade. However we extended the range through 5th grade.



The model consists of the three Tiers or three levels of instruction Tier I, Tier II (3-5 students per teacher/teacher aide), Tier III (pullout) and 16 week enrichment/extended day program.

Tier I is comprised of three elements: a core reading program based on scientific reading research, b) benchmark testing of students to determine instructional needs at least three times per year and c) ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality reading instruction. Tier I is designed to address the needs of the majority of students.

For some students focused instruction within the regular program is not enough. Tier II is designed to meet the needs of these students. To get back on track these students require supplementary instruction in addition to the time allotted for core reading instruction. These students will be provided an additional thirty minutes of focused, intensive, small group instruction, daily. The aim is to support and reinforce the skills being taught by the classroom teacher. This additional instruction will occur outside of the core instructional time. These students will be “progressed monitored” frequently (every 2 weeks) to determine adequate progress.

Research suggests a small percentage of students who have received Tier II supplemental instruction will continue to have difficulty acquiring necessary reading skills. In addition, inferences have been made to suggest that in populations where the majority of students are from low SES environments that the students requiring significant and tailored intervention may reach 30% of the student body. These students will require instruction that is more explicit, more intensive and specifically designed to meet their individual needs. For these students two additional thirty minute sessions of specialized small group reading instruction will be provided in tier III. Movement through the tiers is a dynamic process. Monthly meetings will take place involving all stakeholders.

According the DIBELS data student achievement has shown gains since the addition of the three Tier approach to reading. Kindergarten data has also increased since the addition of Zoo Phonics in 06/07 and the addition of Recipe for reading in 07/08. Kindergarten would like to continue with the same programs. First grade utilized the Title I team for daily Tier II intervention. Nonsense word fluency for first grade went up 21% from the 07/08 school year. First grade Oral Reading Fluency data increased 8% from the 07/08 school year.

Class Size Reduction

The first grade data improved using the three tier approach to data. We would also like to use our first grade classes for our class size reduction. According to the Covert Education Association’s current contract (2006-2009), it states that 1st-3rd grade teacher’s



maximum workload is 25 students. If the professional workload of a teacher shall be materially greater than set forth in the foregoing guidelines, the superintendent shall assign a teacher aide, adjust the workload or increase the teacher's compensation. There are three first grade classrooms for the 2009/2010 school year, with a total student count of 60 students. The third classroom allows for a teacher-to-student ratio of 1 to 20. Without the class size reduction, 1st grade classrooms would have a teacher to student ratio of 1 to 30; not accounting for new enrollees. Mrs. Dundas will be our first grade class which will move to Mrs. Smith's room for the 2010-2011 school year, with the exception of attrition and parent request.

In addition we adopted another researched based approach to reading instruction which will be implemented at first grade. We have trained and experience reading teacher in Reading Recovery. This teacher will focus on those students at first grade who are considered Tier III. Research suggests that the greatest chance of changing the reading outcomes of students is address any deficiencies by the end of first grade. We plan to have every first grader at benchmark (reading 40 WPM) by the end of first grade based on DIBELS.

Math

Teachers are currently looking at AESA data to create curriculum maps which will fill the holes shown by the end of the year assessment. The research based Everyday Math curriculum will be supported with in-class coaching and ongoing professional development. Based upon the NWEA data 62% of student in grades 2-5 scored low achievement in math, therefore, an additional teacher will be added to the 2-5 classrooms to provide a team teaching experience. Each teacher will receive the team teaching and students will benefit from the additional teacher in small group settings.

Science/Social Studies

In our language literacy block students will be receiving at least 120 minutes of instruction in English language literacy on a daily basis. Teachers will be trained to integrate literacy into their science instruction. Weekly Readers are in classrooms to enhance social studies and science literature.

All students will be eligible to receive enhanced extended year educational services during summer school. Priority will be given to students with the greatest academic need. The summer school program is designed to provide enriching experiences for students primarily in the areas of science and social studies. To encourage family involvement we are working closely with Covert Community Library for a Prime Time reading program. This program will take place in the evening during the months of December,



January and February. Another way to increase involvement is the Battle of the Books reading program. We will begin Battle of the Books in our upper grades the 09-10 school year. Students will be on teams to read and discuss books. Those teams will compete to see which team understands and can communicate the themes of the books. Each team will have a coach/teacher.

This Title I plan is not a new plan. Although the foundational basis for the plan is the same there is however an evolution of the plan. We have modified what data we use to drive the plan and how we are using the data. The Title I team meets with grade levels to help facilitate intentional and student-driven meetings. The goal is to improve basic programs and instruction. That goal has not changed.

Professional Development

All staff members are eligible to participate in district sponsored professional development. A survey was given to staff to drive professional development for the 09-10 school year. For the 09-10 school year we will begin Professional Learning Communities. Teachers in subsequent grade levels will meet twice a month to analyze data and drive instruction. This process will become an important and driving force behind school improvement. This is the heart of our program to ensure our teacher and staff members have the capacity to meet the needs of our students.

Case Load

Teacher	Grade range/level	Average students per day	Function
Sledge	K-3	20	ELA support, Math support
Galles	1-6	60	Math Support
Kliss	6-8	65	ELA support, Math support
Pompey	K-8	60	ELA enrichment

Teacher Aides Grade range/level Average students

Boone	K-5 25-40	ELA/Tier II/III
Martinez	K-5 25-40	ELA/Tier II/III
G. Jones	K-5 25-	ELA/Tier II/III/Assess
Walker-Baker	K-5 25-40	ELA/Tier II/III
S. Gulledege	6-8 50	Math
Ashley	6-8 25	ELA/Tier II