

Year 1: 2016-2017
Year 2: 2017-2018
Year 3: 2018-2019

Change in Teacher Practice:

Data Team Meetings

Year 1: All teachers will demonstrate knowledge of student-level assessment data at weekly PLC data team meetings conducted by a leadership team facilitator for the purpose of reviewing student formative assessment data, red-flagging students in need of additional assistance.

Year 2: All teachers will demonstrate knowledge of student-level assessment data at weekly PLC data team meetings conducted by a teacher leader for the purpose of reviewing student formative assessment data, red-flagging students in need of additional assistance.

Year 3: All teachers will have the ability to effectively lead a weekly PLC data team meeting.

Applicable Indicators:

ID11- Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

ID13- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

IIB02: Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

IIB04- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

IID11- Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

IG01- The school monitors progress of the extended learning time programs and other strategies related to school improvement.

Interventions and Feedback

Year 1: All teachers will provide specific feedback to students regarding their mastery of standards.

Year 2: All teachers will plan evidence-based interventions that reflect student learning deficits in their classrooms, tracking student improvement data.

Year 3: All teachers will determine which interventions work best based on evidence through assessment data and student-led conferences and continue to use those intervention methods yielding the best results.

Applicable Indicators:

IIA13- All teachers explain directly and thoroughly.

IIIA17- All teachers re-teach when necessary.

IIB05- All teachers re-teach based on post-test results.

Change in Leader Practice:

School Improvement

Year 1: The leadership team will develop tracking systems to monitor and address data in the areas of academics, teacher observations, and discipline.

Year 2: The leadership team will review school-level data (academic, teacher observation, and disciplinary) on a bi-weekly basis to make decisions for the school, including individualized professional development.

Year 3: Leadership team will determine which interventions work best based on evidence through academic, teacher observation, and disciplinary data and will continue to use those intervention methods yielding the best results.

Applicable Indicators:

ID10- The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

IID07- The Leadership Team monitors school-level student learning data.

ID08- The Leadership Team serves as a conduit of communication to the faculty and staff.

IF02- The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.

IID03- The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.

Student Achievement:

State Assessment: ACT Aspire

Assessment data from the 2015-2016 ACT Aspire will give us a baseline to grow from.

Year 1: Establish ACT Aspire formative assessments; 10% growth from the previous year

Year 2: Continue use of ACT Aspire formative assessments; 10% growth from the previous year

Year 3: Continue use of ACT Aspire formative assessments; 10% growth from the previous year

NWEA MAP Assessments

Year 1: 55% of students will meet their fall to spring growth goal, with 55% of the lowest third of students growing 1.5 years.

Year 2: 60% of students will meet their fall to spring growth goal, with 60% of the lowest third of students growing 1.5 years.

Year 3: 65% of students will meet their fall to spring growth goal, with 65% of the lowest third of students growing 1.5 years.

Student Safety/Discipline:

PBIS/Urban Tech/S.O.A.R.: OSS

Year 1: Establish the program(s), provide training, a decrease of OSS by 10% from previous year

Year 2: Continued training and implementation, with a decrease of OSS by 10% from previous year

Year 3: Continued training and implementation, with a decrease of OSS by 10% from previous year

Applicable Indicators:

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

School Culture

PBIS: Faculty Buy-In

Year 1: Covenant Keepers will adopt PBIS with 70% buy in from staff according to survey results.

Covenant Keepers will establish school-wide expectations, train faculty and staff, and initiate consistent incentives and consequences, and establish a PBIS team.

Year 2: Year 2 of PBIS with 80% buy in from staff according to survey results.

-We will focus on cultural sensitivity training and regularly using data for ongoing problem-solving and decision making.

Year 3: Year 3 of PBIS with 90% of buy in from staff according to survey results.

-A PBIS Team and school are committed to using PBIS Evaluation Tools to do regular assessments of the implementation process.

Applicable Indicators:

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

IIC09- All teachers correct students who do not follow classroom rules and procedures.

IIC08- All teachers display classroom rules and procedures in the classroom.

IIIA33- All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

IIIA27- All teachers verbally praise students.

Student Leadership Council

Year 1: Covenant Keepers will establish a strong student leadership council from the returning students and establish expectations, including a peer advisory period for students who need direction.

Year 2: The student leadership council will bring an awareness of the culture of the school to the leadership/instructional team and data will be collected and decisions will be made during PLC meetings based on this data.

Year 3: Share our model with other schools

Applicable Indicators:

VA01- The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

Community/Parental Engagement

Parental Engagement

Year 1: Covenant Keepers' parents and teachers will establish a PTA with monthly meetings.

Year 2: Covenant Keepers' PTA works to initiate academic and cultural changes for school improvement.

Year 3: Covenant Keepers' PTA works as a resource for the community.

Applicable Indicators:

IVA01- The school's Title I Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

Community Engagement

Year 1: Covenant Keepers will build community partnerships, inviting them to visit the school and participate in events.

Year 2: Covenant Keepers will develop an information bank with the assistance of our community partnerships.

Year 3: 70% of our students will participate in summer programs or afterschool programs because of the support from our community partnerships.

Applicable Indicators:

IVA01- The school's Title I Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

VA01- The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.