

**Covenant Keepers College Prep Charter (6-8)**  
**5615 Geyer Springs Road**  
**Arkansas Comprehensive School Improvement Plan**  
**2013-2014**

The mission of Covenant Keepers is to provide an academically rigorous college preparatory program for all students. All children can learn when challenged by high expectations. This environment will also help students develop academic skills, intellectual habits, and character traits to succeed in high school, college and beyond. Covenant Keepers will attract a diverse student population while instilling the habits of tolerance, thoughtful debate, civic involvement, and hard work must be taught, exercised, and owned daily in order to become habitual.

Grade Span: 6-8

Title I: Title I Schoolwide

School Improvement: SI\_2

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**Priority 1: Academic Performance In Literacy And Math (PIP)**

**Goal:** Covenant Keepers will improve math scores and skills by focusing on the Common Core State Standards (CCSS) to improve problem-solving strategies and the ability to respond to open-response to meet performance targets in mathematics, and to improve literacy scores by developing skills in reading comprehension and transfer of reading skills and strategies to descriptive writing and reading as noted in the CCSS.

**Priority 3: Wellness**

**Goal:** Covenant Keepers will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices. By school year 2014 there will be a decrease of average body mass index of 1/2% as evaluated by the annual BMI screening.

**Priority 5: Learning Environment**

**Goal:** Covenant Keepers will cultivate a healthy learning environment for students, a welcoming and supportive atmosphere for parents, and a professional environment for teachers that encourages growth.

**Priority 6: Efficiency**

**Goal:** The school will operate in an efficient manner with regards organization, planning, and developing effective leaders.

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Priority 1: Covenant Keepers will improve scores in literacy and math during the 2013-2014 school year.

1. 2012 data reports us as an “achieving” district in literacy and math. According to the 2012 ESEA School Accountability Report, the 2012 performance goals of our TAGG group for literacy exceeded the 2012 AMO as the goal was 60.71, and our performance was 63.64 surpassing growth by 2.93. The 2012 performance goals of our TAGG group for math missed the AMO goal by only .15. The AMO was 37.99, and the performance was 37.84.
2. • Covenant Keepers students, along with their matched peers, entered the sixth grade school year with very low scores (z=-.85) below the 20th percentile. However, after 2 or 3 years in the school, the students in Covenant Keepers experienced a score growth to the 29th percentile (z=-.56). Comparison students, on the other hand, grew only a small amount to the 22nd percentile (z=-.78). This represents a 7 percentile point gain in literacy in favor of the students at Covenant Keepers. This positive difference is educationally meaningful and shows significant improvement that can be attributed to the Covenant Keepers system.
3. The 2012 Arkansas District ESEA Accountability Report shows us as an “Achieving District in Literacy” in our 6-12 school. Over the past four years we have gained 29.3% growth in literacy.
4. Our 2012 growth in literacy for the TAGG population was met 68.89, and 2012 growth standards were projected at 68.03. We made growth (0.86). The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 60.38. Our performance standard was 60.71. We missed our standard growth by (.33).

- our standard growth by (.33).
5. 2012 Arkansas District ESEA Accountability Report shows us as an “Achieving District in Math” in our 6-12 school. The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 33.33. Our performance standard was 35.26. We missed our standard growth by (1.93).
  6. In regard to our “Needs Improvement Priority School District (6-8)” status, we Met Year 1 Exit Criteria this school year. • The ESEA report shows the expected percentage tested in literacy and math met standards. • The 2012 performance in literacy for our TAGG (Targeted Achievement Gap Group) was 63.64. We met standard performance (2.93). • The TAGG population growth standard in literacy was 68.89 and growth standards were met (0.86). • The TAGG performance growth in math was 37.84 and the performance standard was 37.99, which was not met by 0.15. The TAGG growth standard in math was 37.78. • We met growth standard in math 37.78. The growth standard was 36.04. The growth standard shows (1.74).
  7. Below is the breakdown showing the percentage of 8th graders taking Algebra I each year. 2012/2013—51% of 8th graders are taking Algebra I 2011/2012—32% of 8th graders took Algebra I 2010/2011—32% of 8th graders took either Algebra I or Geometry 2009/2010—32% of 7th and 8th graders took either Algebra I or Geometry 2008/2009—38% of 7th and 8th graders took Algebra I • In regard to our “Needs Improvement Priority School District (6-8)” status, we Met Year 1 Exit Criteria this school year.
  8. • The ESEA report shows the expected percentage tested in literacy and math met standards. • The 2012 performance in literacy for our TAGG (Targeted Achievement Gap Group) was 63.64. We met standard performance (2.93). • The TAGG population growth standard in literacy was 68.89 and growth standards were met (0.86). • The TAGG performance growth in math was 37.84 and the performance standard was 37.99, which was not met by 0.15. The TAGG growth standard in math was 37.78. • We met growth standard in math 37.78. The growth standard was 36.04. The growth standard shows (1.74).
  9. According to the 2012 Growth Report for Covenant Keepers Charter School “District by School and Grade Level”, Literacy scores are going in the right direction. The 2011 school year demonstrates measureable growth with our combined population in sixth grade. As we looked at the data more closely we discovered that our Hispanic population is growing considerably more rapidly than our African American population. In literacy, our Hispanic percent meeting growth was 61% and our African American population percent growth was 56%.
  10. The report demonstrated the same measurable growth with our combined population, but again demonstrated our African American population is growing, but not as quickly as our Hispanic population. In literacy seventh grade, the combined population was 75% proficient/advanced. The sub populations such as Hispanics were 80% proficient/advanced and African American 72% proficient/advanced. In eighth grade literacy, the combined population showed 76% meeting growth, which our Hispanic population 83% and the African American population 67%. The 2012 Growth Report in Literacy “District by School” demonstrates growth in our combined population at 69%; Hispanic 73% and African American 67%.
  11. According to the 2012 Growth Report for Covenant Keepers Charter School “District by School and Grade Level”, the math data is still demonstrating growth, but not in significant measures. In sixth grade math, percentage meeting growth in our combined population was 33%, African American 22% and Hispanic 50%. Again, the 2011 school year demonstrates measureable growth with our Hispanic population in the area of mathematics. As we looked at the data more closely in math, we’ve discovered that our Hispanic population is growing considerably more rapidly than our African American population. The seventh grade percentage growth in math combined population is 43%, African American 38% and Hispanic 60%. The eighth grade combined population percentage growth in math is 31%, African American 28% and Hispanics at 42%. The 2012 Growth Report in Math “District by School” demonstrates growth in our combined population at 35%, Hispanic 50% and African American 29%.
  12. During 2011-2012, we had 45% of juniors (5 students) that negatively impacted our percent tested. The 2012 Arkansas School ESEA Accountability Report shows 92% were tested which did not meet required percentage of 95%. The ESEA Report for high school math shows 89% out

of the 95% that should have been tested. Our records show that three students were out on medical leave (2 of those were for maternity leave), one student was in residential treatment, one in juvenile detention, one student was unaccounted for.

13. Findings in Scholastic Audit: The scholastic audit found that our school was using common core, but did not have a selected curriculum. Students were assessed annually (ACTAAP) and quarterly (NWEA) but were not assessed in a meaningful way in the classroom. Students could not articulate what it meant to be proficient in the classroom.

**Goal** Covenant Keepers will improve math scores and skills by focusing on the Common Core State Standards (CCSS) to improve problem-solving strategies and the ability to respond to open-response to meet performance targets in mathematics, and to improve literacy scores by developing skills in reading comprehension and transfer of reading skills and strategies to descriptive writing and reading as noted in the CCSS.

**Benchmark** 2013-2014 ACTAAP scores in literacy and math are projected to increase 20% from the 2012-2013 ACTAAP scores.

Intervention: Curriculum The school will develop and implement a curriculum that is rigorous, intentional, and aligned to state and local standards.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Covenant Keepers will begin using the Achieving By Changing (ABC) curriculum in the areas of literacy and math. Teachers will be provided with training on the ABC curriculum through in-house professional development. The use of the curriculum will be assessed by reviewing lesson plans and conducting classroom walk-throughs. Title I funds (8442.31) will be used to provide research-based professional development in the areas of literacy and math to the district leadership team. The district leadership team will include instructional facilitators, administrators, and lead teachers. These funds will be expended through a professional services contract with an approved ADE provider (APSRC/Susan McKinney-Owens). Training activities will provide up to date strategies and practices and will be on-going and directly related to helping students meet the state content standards. This leadership team will provide training to the rest of the staff. APSRC will provide 6 visits to the school, access to website, and online resources developed to assist teachers in instruction. (Function Code 2213 Object Code 63000-65000) Action Type: ADE Scholastic Audit	Laurette Whipps/Lori Clancy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	Title I - Purchased Services: \$8442.31  <hr/> ACTION BUDGET: \$8442.31

<p>Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>Common planning times will be provided to teachers during the school day, as all math teachers have the same planning time, and all literacy teachers have the same planning time. This allows for vertical alignment of curriculum. Teachers will be trained during Teacher Boot Camp as to how to best use common planning time. Planning times will be monitored to insure that common planning time is being used effectively.  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Collaboration</p>	Laurette Whipps	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Teachers will be given 2 hours a week to meet with common grade level teachers and common content area teachers for curriculum development and alignment. This will take place on Thursdays and Fridays from 4:15 to 5:15. Teachers will also use this time to consult with the ELL teacher and SPED teacher to differentiate their lessons to meet the needs of each child. Teachers are trained during Teacher Boot Camp regarding curriculum development and alignment. The administrative team will insure that these sessions are happening by requiring an agenda and notes from each meeting.  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Collaboration</p>	Antoria Harrison	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Teachers will continue to use the campus-developed literacy initiative. The initiative includes writing models, rubrics, and tools for writing across the curriculum, as well as tools for implementing the use of higher-order thinking skills, as dictated through Bloom's Taxonomy. Teachers will be trained in the school-wide literacy initiative during Teacher Boot Camp. Teachers will be evaluated on their use of the literacy initiative through classroom walk-throughs and lesson plan assessments.  Action Type: ADE Scholastic Audit  Action Type: Alignment</p>	Laurette Whipps/Antoria Harrison	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide				
Teachers will use the campus-developed math initiative. The initiative includes rubrics, models, and pacing guides aligned to the Common Core State Standards. The initiative will emphasize the use of the 8 Standards for Mathematical Practice from the Common Core State Standards. Teachers will be trained in the math initiative during Teacher Boot Camp. Teachers will be evaluated on their use of the math initiative through classroom walk-throughs and assessment of lesson plans. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity	Rodney Warren	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
<b>Total Budget:</b>				<b>\$8442.31</b>

Intervention: Classroom Evaluation/Assessment The school will utilize multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
All new PHLOTES (Students with primary home language other than English) will take the LAS Links placement test and will be entered into the ELL program as needed. The LPAC (Language Proficiency Assessment Committee) will convene to discuss student scores and exit students from the program as needed. Mrs. Jones will attend the ESL Academy through Henderson State University to receive training on language proficiency testing. ELL funds will be used to hire an ELL Coordinator (Jenna Jones) as a 0.25 FTE and provide salary (6912.50) and benefits (2962.5).Mrs. Jones will insure this test occurs each year and that the LPAC meets and provides information to teachers in a timely manner. ELL funds will be used to provide out-of-state and in-state professional development activities for Mrs. Jones. These monies will include: registration	Jenna Jones	Start: 10/01/2013 End: 06/01/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ELL (State-276) - Purchased Services: \$4862.01  ELL (State-276) - Materials & Supplies: \$3000.00  ELL (State-276) - Employee Benefits: \$2962.50  ELL (State-276) - Employee Salaries: \$6912.50 <hr/>

<p>These monies will include: registration fees, meals, travel, lodging, and any training materials as needed. ELL funds will also purchase materials and supplies for the assessment of ELLs, such as placement testing booklets and assessment materials. (Function Code 2213 Object Code 63000-65000)  Action Type: ADE Scholastic Audit  Action Type: Professional Development  Action Type: Title I Schoolwide</p>				<hr/> <p>ACTION BUDGET: \$17737.01</p>
<p>The school will conduct the NWEA tests in Language, Reading, and Math 3 times a year for all students. Seventh grade students will also take the science test. Teachers will use data from NWEA to target learning weaknesses and analyze RIT scores to differentiate instruction using DesCartes. A data wall will be created to reflect quarterly growth on the NWEA test. Mrs. Jones will provide data analysis training for teachers during Teacher Boot Camp and throughout the year. She will also instruct teachers how to use the NWEA website to find data for their students. NWEA testing will be conducted 3 times a year, and data walls will be created to show student growth and needs.  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Equity</p>	<p>Jenna Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will give pre- and post-tests to assess student growth from the beginning to the end of a unit, and will let students graph their growth. Teachers will give unit tests 4 times a year, and will analyze the data from the pre-tests to assess frameworks that are to be taught, and will analyze the data from post-tests to assess student mastery. Teachers will be trained during Teacher Boot Camp on the use of pre-tests and post-tests and how to properly analyze data. Lesson and unit plans will be checked for unit tests by the administrative team, and unit tests will be included in student portfolios.  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Equity  Action Type: Program Evaluation</p>	<p>Jenna Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$17737.01
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Intervention: Instruction The school's instructional program will actively engage all students by using effective, varied, and research-based practices to improve student performance.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use rubrics for assignments to display an example of proficiency to students. Students will follow the rubric to include all necessary components for the assignment. Teachers will receive training on rubric development at Teacher Boot Camp and will practice developing rubrics and researching various rubrics online. Unit plans must include the rubrics the teachers plan to use for their assignments. Unit plans will be reviewed by the administrative team.	Laurette Whipps	Start: 07/30/2013 End: 06/01/2014		_____
				ACTION BUDGET: \$
The school's schedule will allow for 90 minutes of instruction a day for each core subject. Students will have 90 minutes of math and 90 minutes of English a day. Teachers will receive their schedules and will be trained in using the given 90 minutes effectively. Scheduling will be assessed annually in the development of the master schedule.	Lori Clancy	Start: 07/30/2013 End: 06/01/2013		_____
				ACTION BUDGET: \$
Each Tuesday, every teacher will be expected to teach literacy in their classroom, regardless of their content area. Teachers will make connections between Common Core standards in literacy and their content area. Each Wednesday, every teacher will be expected to teach math in their classroom, regardless of their content area. Teachers will make connections between Common Core standards in math and their content area. During our Monday faculty meetings, English teachers and math teachers will present what they would like the other teachers to focus on for Literacy Tuesday and Math Wednesday,	Antoria Harrison/Rodney Warren	Start: 10/01/2013 End: 06/01/2014		_____
				ACTION BUDGET: \$

<p>Tuesday and Math Wednesday, working out sample questions for teachers to practice, and answering any questions. Literacy Tuesday and Math Wednesday plans will be included in teachers' weekly lesson plans.</p>				
<p>The Language Proficiency Assessment Committee will make decisions regarding students that are not fully English proficient. If a student is part of the ELL program, the designated ELL teacher will assist the student in the classroom at least once a week. If the student is a level 1 language learner, he/she will receive ELL tutoring during 9th period at least once a week. The ELL teacher will attend the ESL Academy through Henderson State University to receive training on the needs of English language learners. Classroom teachers will also receive training on best practices for teaching English language learners during Teacher Boot Camp and throughout the school year. The ELL Administrator will monitor the ELL teacher to assess progress, and students will be assessed annually with the ELDA test in May. ELL funds will be used to provide 0.5 FTE ELL teacher (Keytia Long). Additional monies will provide ELL specific materials and supplies such as supplemental reading materials, flashcards, and visual aids. Monies will also provide professional development opportunities to the ELL teacher for in-state conferences. These monies will provide travel, room and board, and conference registration fees. (Function Code 1930 Object Number 61000, 62000, and 63000-65000)  Action Type: ADE Scholastic Audit  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Jenna Jones</p>	<p>Start: 07/30/2013 End: 06/01/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ELL (State-276) - Employee Salaries: \$12285.00</p> <p>ELL (State-276) - Employee Benefits: \$5265.00</p> <p>ELL (State-276) - Materials &amp; Supplies: \$2000.00</p> <p>ELL (State-276) - Purchased Services: \$1000.00</p> <hr/> <p><b>ACTION BUDGET: \$20550</b></p>
<p>Teachers will plan for bell-to-bell instruction in literacy and math. All classes will use the Workshop Model,</p>	<p>Laurette Whipps</p>	<p>Start: 07/30/2013 End: 06/01/2014</p>		<hr/> <p><b>ACTION BUDGET: \$</b></p>

<p>classes will use the Workshop Model, with daily lessons following the "Do Now, I Do, We Do, You Do, Show Me" structure. The Workshop Model is clearly shown throughout the literacy initiative, the Boot Camp handbook, and in our lesson plan template. Teachers are required to have "extended learning activities" planned for students who finish their work ahead of other students. Teachers will be trained on the Workshop Model during Teacher Boot Camp, and will also receive professional development throughout the school year regarding use of instructional time. Use of the Workshop Model and bell-to-bell instruction will be monitored through review of weekly lesson plans and classroom walk-throughs.</p>		<p>End: 06/01/2013</p>		<p>ACTION BUDGET: \$</p>
<p>Two academic school improvement coaches will inform and facilitate the design and implementation of coherent, integrated professional development based on assessed student and teacher needs. The coaches will facilitate communication about research based instructional practices and student achievement between and among teachers, within and across grade levels. Title I funds will provide for 2.0 FTE academic school improvement coaches (Lori Clancy and Laurette Whipps). These funds will be used to provide salary, benefits, professional development, and specific materials and supplies to support their program, such as: books for school-wide book studies, and training materials such as notebooks, dividers, pens, etc. Training funds will be used to pay for out-of-state and in-state travel, meals, lodging, and registration fees. (Function Code 2297 Object Code 61000, 62000, 63000-65000, and 66000) Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Valerie Tatum</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Employee Benefits: \$28200.00</p> <p>Title I - Employee Salaries: \$65800.00</p> <p>Title I - Materials &amp; Supplies: \$1500.00</p> <p>Title I - Purchased Services: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$99500</p>

<p>Core teachers will utilize digital devices for content instruction. Teachers will be trained in use of digital devices during Teacher Boot Camp. This will include training in the use of specific instructional applications to supplement student learning. Program evaluation will include classroom walk-throughs, lesson plan evaluations, and teacher and student surveys. NSLA funds will be used to provide a classroom set of digital devices such as iPads or tablet computers. A storage cart will also be necessary to store and charge the digital devices. 28 devices at 500.00 each will be purchased. (Function Code 1590 Object 66000)  Action Type: Alignment  Action Type: Equity  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Lori Clancy</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Computers</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$14000.00</p> <hr/> <p>ACTION BUDGET: \$14000</p>
<p>Tutors will be utilized to provide supplemental individualized student instruction for remediation. Tutors will operate under the direction of the classroom teacher and will conduct modified pullouts and in-class instruction, as well as computer-based instruction (computer lab). Tutors are highly-qualified and have been trained in the instructional areas provided by the school. NSLA funds will be used to provide two 1.0 FTE tutors (Stephen Tatum and Brandon Baker). These funds will be used to provide salary, benefits, and materials such as visual aids, flash cards, and supplemental reading materials/workbooks. Tutors will be provided on-site or in-state professional development in the content areas utilized by classroom teachers to help support student achievement. (Function Code: 1510 Object Code: 61000, 62000, 63000-65000, 66000) NSLA funds will also be used to purchase academic remediation software for computers in the computer lab. Under consideration are Compass, Accelerated Reader, and Accelerated Math. 10,802.00 (Function Code: 2230 Object Code: 66000)</p>	<p>Laurette Whipps/Lori Clancy</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$1000.00</p> <p>NSLA (State-281) - Materials &amp; Supplies: \$12802.00</p> <p>NSLA (State-281) - Employee Benefits: \$14625.00</p> <p>NSLA (State-281) - Employee Salaries: \$58500.00</p> <hr/> <p>ACTION BUDGET: \$86927</p>

66000) Action Type: ADE Scholastic Audit Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Academic Improvement Plans (AIPs) shall be implemented for students who fail to score at or above the proficient level on the Arkansas Augmented Benchmark Examinations in literacy and math and in science in grade 7. Students with AIPs will receive at least 3 hours a week in remediation during the 9th period of the day. Instructional delivery under the AIP shall be provided by a highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher. Teachers will receive training on the needs of AIP students during in-house professional development throughout the school year. Growth and exit from the AIP tutoring program will be dependent upon NWEA test scores. AIP tutoring during 9th period will be evaluated through classroom walkthroughs and NWEA test scores. Action Type: ADE Scholastic Audit Action Type: Equity	Lori Clancy	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Academic Improvement Plans (AIPs) shall be implemented for students who fail to score at or above the proficient level on the Arkansas Augmented Benchmark Examinations in literacy and math and in science in grade 7. Students with AIPs will receive at least 3 hours a week in remediation during the 9th period of the day. Instructional delivery under the AIP shall be provided by a highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher. Teachers will receive training on the needs of AIP students during in-house professional development throughout the school year. AIP tutoring during 9th period will be evaluated through classroom walkthroughs and NWEA test scores. Action Type: ADE Scholastic Audit Action Type: Equity	Lori Clancy	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

<p>Covenant Keepers will hold a Saturday Academy (Satacad) as a supplemental instruction method to improve student mastery and retention of concepts in math and literacy. Students will be invited to the Satacad program based on their ACTAAP and NWEA scores and AIP eligibility. The duration of the program will be 7 months, from October to April, two times a month, from 9:00 AM to 1:00 PM. Six teachers will be selected to participate in the program. Teachers will receive in-house professional development and will collaborate with each other to develop activities for Satacad. The Satacad program will be evaluated by the coordinator (Laurette Whipps) and through the analysis of fall to winter NWEA test scores. NSLA funds will be used to provide salary and benefits for six teachers to provide services every other Saturday through April. Hourly rate of pay will be \$50.00 an hour for 4 hours 2 Saturdays a month for 7 months. (\$16,800) Funds will also be used to provide the necessary materials and supplies, such as snacks for students (50 students x 10.21 per month x 7 months=7,150). Transportation will be provided for experience-based field trips (6 trips x 50 miles x \$3.50 a mile = \$1,050) (Function Code: 1511, Object Code: 61000, 62000, 66000) (Function Code: 2790 Object Code: 23000-25000)  Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Laurette Whipps/Antoria Harrison</p>	<p>Start: 07/01/2013 End: 06/01/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$1050.00</p> <p>NSLA (State-281) - Materials &amp; Supplies: \$7150.00</p> <p>NSLA (State-281) - Employee Benefits: \$5040.00</p> <p>NSLA (State-281) - Employee Salaries: \$11760.00</p> <hr/> <p>ACTION BUDGET: \$25000</p>
<p>AIPs shall be prepared using a format designed by ADE. However, schools may adjust the format as necessary. AIPs shall be jointly developed by school personnel with consultation from the student's parent/guardian. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the AIP.  Action Type: AIP/IRI</p>	<p>Lori Clancy</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: AIP/IRI				
Covenant Keepers will implement an after-school program to tutor students in the areas of literacy and math. Highly-qualified tutors will offer assistance to students using a variety of methods. Title I 1003a funds will be used to provide salary and benefits for six (6) FTE teachers at \$35.00 an hour for two hours a day two days a week for 12 weeks. (\$70 a day x 2 days a week= \$140 a week x 6 teachers= \$840 a week x 12 weeks= \$10080). Title I 1003a funds will also be used for materials and supplies such as remediation supplements, snacks, and visual aids. (2853.47). Action Type: ADE Scholastic Audit Action Type: Equity Action Type: SIF 1003(a) 10-11 Action Type: Title I Schoolwide	Rodney Warren	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I 1003(a) - Materials & Supplies: \$2853.47  Title I 1003(a) - Employee Salaries: \$7776.00  Title I 1003(a) - Employee Benefits: \$3024.00  <hr/> ACTION BUDGET: \$13653.47
Total Budget:				\$259630.47

Priority 3: The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

1. Ck 2007-2008 school year 92% of our students participated in the Alcohol Awareness Month and pledge to remain drug free. Student participated in the National Drug Free and Week and Red Ribbon Week.
2. Parents and students will participate in the hometown Health Wellness Conference on September 2009. Continue to work with the Cooperative Extension Center through Physical Education classes in preparing and eating healthy snacks (On-going)
3. CK students participated in the BMI screening during 2008-2009 school year. Out of 52 boys 40.04% males were underweight 6-8 grades, 11.96% (23%) males were overweight. 2008-2009 Out of 69 girls 47.61% girls were underweight (31%) 21.39 girls were overweight
4. CK 2009-2010 students lunches reflect 91.1% are free/reduced lunch. Serving Counter Cold Pan has been purchased to enhance salads/fruit within the cafeteria removing some of the starches served weekly.
5. Varsity Sports Teams in 2009-2010; Basketball Varsity Sports Teams; Basketball Girls and Soccer, Girls and Boys Health and Anatomy, Another Level Basketball Camp during the summer 2010. Program Evaluation - 2011 Preferred Meal Systems is DFNS that supportst he NSLA, but works to reduce sodium and eliminate fructose corn syrup in all of the meals. PMS also promotes healthy choices by adding snacks to your after school program.
6. The district is required to keep a record of individual student BMI results in order to calculate a school district aggregate BMI to report to the Department of Education. The individual BMI scores must be maintained and recorded, but administrators assure parents that individual data will be kept confidential along with other student health information. 2010 - •About 25 percent of young people (ages 12–21 years) participate in light to moderate activity (e.g., walking, bicycling) nearly every day. About 50 percent regularly engage in vigorous physical activity. Approximately 25 percent report no vigorous physical activity, and 14 percent report no recent vigorous or light to moderate physical activity. The percentage of children and adolescents who

Supporting Data:

vigorous or light to moderate physical activity. The percentage of children and adolescents who are defined as overweight has more than doubled since the early 1970s. In 1999-2000, over 10 percent of younger preschool children between ages 2 and 5 are overweight, up from 7 percent in 1994. 2011 - University of Arkansas Division of Agriculture Research 7 Extension Curriculum for Health/Physical Education Healthy Steps will include one new theme each month and is designed to help us as individuals make small but important changes in our lifestyles that will reduce our risks of disease. The topic information and suggestions will be sent to all by the first Monday of each month. The themes will coincide with the observance of nationally promoted health and wellness topics to capitalize on media focus of each topic. Staff chairs, sections leaders and department heads are asked to allow time and to appoint a lead person to briefly explain the topic at the first scheduled staff/faculty meeting of the month. The groups will discuss and decide which small changes that they as individuals can make to improve their lifestyles. Once identified, individuals will incorporate the small changes into their everyday life, which hopefully will lead to a new healthy habit. Pertinent educational material currently employed in Extension program or in development will be utilized for the training.

7. Safe and Disciplined Environment Develop and/or refine strategies for all students, staff and facilities to maintain the safe and disciplined environment conducive to student learning and employee effectiveness Attendance and Completion Ensure that students understand the importance of attending school regularly and completing high school. Fit and Drug-free Students Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy and drug-free

**Goal** Covenant Keepers will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices. By school year 2014 there will be a decrease of average body mass index of 1/2% as evaluated by the annual BMI screening.

**Benchmark** By the 2014 there will be a decrease of the average Body Mass Index for students by 1/2 % as evaluated by the annual Body Mass Index Screening.

**Benchmark** Need Assessment: School nurse will provide information pertaining to immunization requirements, medication policies, health programs, community resources, and primary screenings to parents/guardians of all students. Information will be made available through Registration Packets, Parent Kits, newspaper publications, website, and school newsletters.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number: 389.8Am34 Position of the American Dietetic Association: Child and Adolescent Food and Nutrition Programs. J. Stang, C.T. Bayerl. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Covenant Keepers has developed a District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for	Chanslor Watson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy statement has been submitted to ADE, Child Nutrition Unity, per the required submission deadline.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>				
<p>Covenant Keepers district will (1) ensure successful implementation of the Wellness Policies; (2) provided resources and professional development to improve the overall school nutrition environment; and (3) promote the health and physical activity curriculum and student health.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	Valerie Tatum	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Covenant Keepers will provided a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	Valerie Tatum	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Covenant Keepers will support the alignment and implementation of the current Arkandas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development oportunities and training will be provided to increase knowledge and advance skillsf or successful implementation</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Wellness</p>	Valerie Tatum/Chanslor Watson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index</p>	Valerie Tatum	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed to meet goals. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness				
School nurse to work with students to develop and monitor healthy nutrition and appropriate weight at age development. Nurse will work with parents and students to support with health tips used at home to continue healthy living lifestyle. Parents and students will be able to see the nurse weekly to meet physical activity and nutrition education standards. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Bonnie Ervin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Conduct a survey on Preferred Meal Systems to determine if students enjoy program favorable over last years and catering service. Also look at 2010 claim reimbursements compared to 2011 claim reimbursements to determine if ADA and ADP has demonstrated growth. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Vakeisa Jones/Countis Burl	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Covenant Keepers will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (Jan 2000).  
Guidelines for School Health Programs to Promote Lifelong Physical Activity (Jan. 2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Covenant Keepers will support staff exhibiting qualities of positive role modes for healthy eating and physical activity Action Type: Collaboration Action Type: Wellness	Chanslor Watson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

				BUDGET:
Covenant Keepers will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Valerie Tatum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Covenant Keepers will create, communicate and implement a policy eliminating advertising of foods and beverages on school property. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Valerie Tatum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Area Specialist (ADE)Child Nutrition Unit to assist Covenant Keepers with the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Valerie Tatum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Covenant Keepers will create experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. Teachers will hold high expectations for all students academically and behaviorally, and this will be evidenced in their practice. Communication is key between the school, parents, and the community.

Supporting Data: 1. The scholastic audit found that parents were given few opportunities to participate in activities at school. Students were not provided with activities outside of classroom instruction to receive assistance or extra-curricular experiences. Staff professional development was not as individualized as it could be.

Goal: Covenant Keepers will cultivate a healthy learning environment for students, a welcoming and supportive atmosphere for parents, and a professional environment for teachers that encourages growth.

Benchmark: Parents will be more involved in the 2013-2014 school year than they were in the 2012-2013 school year.

Intervention: School Culture The school/district will function as an effective learning community and supports a

climate conducive to performance excellence.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The school will develop a school safety plan that includes disaster, lock down, and school arrival and dismissal procedures. Maps of the school with marked exits will be displayed on campus. The coordinator will attend training on the development of a school safety plan. Teachers will be trained in school safety procedures during Teacher Boot Camp and throughout the school year. The coordinator will conduct disaster drills and monitor safety procedures to ensure compliance. Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Chanslor Watson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each parent and student will receive a copy of the school's student handbook. The student handbook will include vital information regarding school policies and procedures. Both the student and parent will sign a sheet saying they understand all rules and requirements set forth in the student handbook. Teachers will be trained during Teacher Boot Camp on the student handbook and will develop lessons to teach the students its components. The student handbook will be reviewed and revised annually in July. Action Type: Parental Engagement</p>	<p>Chanslor Watson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each week, teachers will select a Student of the Week. Teachers will nominate a student who has shown stellar academic success or exemplary behavior. The student's photo is posted in the hallway and they have a reserved table at lunch. Each week, students will select a Teacher of the Week. Students will nominate a teacher who has shown innovation and creativity in the classroom or has helped them individually. The teacher's photo is posted in the hallway and received a reserved parking spot. Procedures for student and teacher of the week will be discussed the first week of school. The program will be evaluated in December and again in June. Action Type: ADE Scholastic Audit</p>	<p>Laurette Whipps</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



event, as the coordinator will take notes and reflect upon how to improve the event for next year.				
Teachers and administrators from the school will attend meetings of various community organizations and coalitions. Covenant Keepers will be visible in the Southwest Little Rock community and will develop partnerships with organizations and businesses in the area. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Valerie Tatum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	<hr/> ACTION BUDGET: \$
Covenant Keepers will maintain a line of communication with parents. Memos and notes will be sent home with parents on a regular basis, in English and Spanish, providing information on upcoming school events and policy changes. On request, teachers and staff will make modifications in methods of communication for parents with disabilities. Teachers will communicate with parents in person, as well as through phone calls, texts, emails, and eSchool. Teachers will communicate academic and behavioral concerns to parents in a prompt manner. All communication with parents will be documented in the teacher's documentation binder. Teachers will be trained in parent communication during Teacher Boot Camp. This documentation binder will be collected and evaluated twice a year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Laurette Whipps	Start: 07/30/2013 End: 06/01/2014		<hr/> ACTION BUDGET: \$
Once a semester, parents will be invited to a Parent Forum where they are allowed to voice concerns or ideas for the school. Parents will be surveyed on parental involvement activities available at school and will be provided with information on volunteer opportunities at school. The parental involvement coordinator will receive professional development on parental involvement. These Parent Forums will be evaluated after each forum, through the reading of surveys and reflecting on the needs and concerns of the parents.	Kelly Best	Start: 10/01/2013 End: 05/01/2013		<hr/> ACTION BUDGET: \$

<p>A room in the school will be designated as the Parent Resource Center. The room is available to parents from 7:00 AM to 5:00 PM. Information in both Spanish and English is posted, notifying parents of upcoming events and community resources. Educational pamphlets are also displayed in the room for parent use. Various parenting books, magazines, and other informative material regarding responsible parenting will be made available. A computer with internet access is available in the room, allowing parents to log in to eSchool to check their child's grades, or to access other online resources. Covenant Keepers will The parental involvement coordinator will attend professional development on parental involvement. The coordinator will check the room once a week, insuring the computer is in working order, and that the pamphlets are current and plentiful.</p> <p>Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Kelly Best</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Covenant Keepers will partner with Greater Second Baptist Church to promote the Baptist Health Medical Clinic. The free clinic, which operates every second Monday of the month, provides health screening and services to members of the Southwest Little Rock community, including our students and parents. Covenant Keepers will send memos to parents notifying them about the free clinics.</p> <p>Action Type: Parental Engagement</p>	<p>Valerie Tatum</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Covenant Keepers will develop and maintain a school website. The website will display vital information about the school, including calendars, enrollment applications, and parent surveys. The school's web address is ckcollegeprep.org. The website will be maintained by a coordinator who will be trained in web management. The coordinator will be responsible for keeping the website current. The website will be evaluated monthly.</p> <p>Action Type: Parental Engagement  Action Type: Technology Inclusion</p>	<p>Norvell Golden/Lori Clancy</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Covenant Keepers will partner with Effective Leaders to provide an after-school program for middle school students through a 21st Century Grant. Students enrolled in the free program will participate in tutoring services and extra-curricular activities. Students must fill out an application to enroll in the program. The coordinators of the program will attend a leadership summit with other recipients of the 21st Century grant. The program will be evaluated through parent and student surveys.</p> <p>Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Darrell  Boyd/Valerie  Tatum</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Covenant Keepers will develop a parents and teachers organization (PTO). The school will initiate the organization, but the parents will maintain the group and conduct all meetings. The PTO will develop ideas and make decisions regarding on parental involvement, field trips, and fundraising. The PTO will have an elected parent president, vice president, secretary, and treasurer. The PTO teacher coordinator will develop a PTO handbook with rules and regulations for meetings. The parental involvement coordinator, in collaboration with the PTO, will plan an agenda for each meeting, discussing the following topics: -What students will be learning; -How students will be assessed; -What a parent should expect for his or her child's education; -How a parent can assist and make a difference in his or her child's education. Meetings will provide instruction on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: -Role play and demonstration by trained volunteers; -The use of and access to Department website tools for parents; -Assistance with nutritional meal planning and preparation; and -Other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department. Notes at the end of the meeting will be submitted both to the PTO coordinator at the end of the meeting. The PTO will be</p>	<p>Brandy  Brown/Antoria  Harrison</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>the end of the meeting. The PTO will be evaluated at the end of the year.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Title I Schoolwide  Action Type: Title I Target Assistance  Action Type: Wellness</p>				
<p>The school, in collaboration with parents, shall establish a parental involvement plan that establishes the district's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families. Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the district-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts. The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP). A copy of the parental involvement plan will be available on the school's website. The parental involvement plan will be reviewed annually and revised as necessary.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Kelly Best</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The school, jointly with parents of children in the school, will develop and maintain a school-parent compact that describes how the school staff, parents and students will share the responsibility for improved student academic achievement, and to explain how an effective home-school partnership will be developed. The compact will describe the school's responsibility to provide high quality curriculum and enables Title I children to meet Arkansas's academic achievement standards. It will also describe how parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching,</p>	<p>Kelly Best</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>completion, television watching, volunteering in their child's classroom, participating in decisions relating to their child's education and positive use of extracurricular time; and shall address the importance of establishing ongoing, good communication between teachers and parents through bi-annual parent-teacher conferences to discuss individual student progress discussing the child's achievement, frequent progress reports to families on student academic progress, and reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities. In the spring, the parental involvement committee will review and revise as necessary the Student/Parent/Teacher Compact.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>				
<p>At the beginning of each school year, each parent will receive the Parent's Right To Know letter from the superintendent, regarding the request of information about the qualifications and certification of teachers and paraprofessionals hired by the school.  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	Lori Clancy	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:       \$
<p>To encourage communication with parents, the school shall prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing in a parent-friendly manner: -The school's parental involvement program; -The recommended role of the parent, student, teacher, and school; -Ways for the parent to become involved in the school and his or her child's education; -A survey for the parent regarding his or her interests concerning volunteering at the school; - Activities planned throughout the school year to encourage parental involvement; and -A system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal. The parental involvement coordinator will receive professional development on developing a</p>	Kelly Best	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:       \$

<p>development on developing a informational packet for parents. The informational packet will be reviewed annually and revised as necessary. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>Two parent-teacher conferences will be held each year: one in October, and one in March. These parent-teacher conferences will give parents the opportunity to communicate with their child's teacher regarding academic success and classroom behavior. Sign-in sheets will serve as documentation for parent-teacher conferences. Parent-teacher conferences will be evaluated by the campus administrator and will be revised as necessary. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Laurette Whipps</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The school will offer transition counseling and seminars for 8th grade students and parents on how to be involved in in the decisions affecting course selection, career planning, and preparation for secondary and post-secondary opportunities. The high school transition coordinator will research various options for high schools and present them to 8th grade families, including specific deadlines and requirements regarding registration and/or scholarships. The high school transition coordinator will receive in-house and in-state professional development regarding middle-to-high school transition. The high school transition program will be evaluated annually. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Justin Alexander</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The school will designated one licensed staff member as parental involvement facilitator (Kelly Best). The parental involvement facilitator will: -Help organize meaningful training for staff and parents; -Promote and encourage a welcoming atmosphere to foster parental involvement in the school; and - Undertake efforts to ensure that parental participation is recognized as an asset to the school. The certified staff member</p>	<p>Lori Clancy</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

the school. The certified staff member serving as a parental facilitator shall receive supplemental pay for the assigned duties as required by law. The parental involvement facilitator will receive in-house and in-state professional development, and will be evaluated annually. Action Type: Parental Engagement				
Total Budget:				\$0

Intervention: Professional Growth, Development, and Evaluation The school/district will provide research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
All faculty will receive training in Arkansas' new teacher evaluation program (TESS). Administration will receive training in carrying out the program and administering evaluations, and the teachers will receive 6 hours of TESS training during Teacher Boot Camp. Teachers will also read through Charlotte Danielson's book, "Enhancing Professional Practice: A Framework For Teaching," in their mentoring groups that meet on Wednesdays. Administrators conducting classroom walk-throughs will evaluate teachers knowledge of TESS. Action Type: Professional Development Action Type: Program Evaluation	Valerie Tatum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will develop their own professional growth plan based on feedback from classroom walk-throughs, unit and lesson planning, and mentoring. These professional growth plans will help schedule individualized professional development based on individual need. Teachers will be trained in developing their professional growth plan. Professional growth plans will be turned in and evaluated in December. Action Type: Professional Development	Lori Clancy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Each teacher will be assigned a mentor. Mentors are administrators who assist teachers in the areas of curriculum development, classroom management, and parent communication. If a teacher is completing a licensure, he/she will be	Lori Clancy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$

completing a licensure, he/she will be assigned a mentor who is trained in Pathwise. Teachers will meet with their mentors each Wednesday. These meetings will have an agenda and notes will be emailed to the administrative team. Action Type: Collaboration Action Type: Professional Development				BUDGET:
Total Budget:				\$0

Priority 6: Covenant Keepers' will be organized to maximize use of all available resources to support high student and staff performance. The instructional and non-instructional staff will be allocated and organized based upon the learning needs of all students.

Supporting Data: 1. The scholastic audit team found that teachers were not using instructional time effectively. Teachers were not collaborating to align curriculum horizontally and vertically. The ACSIP was found to have too many actions to assess annually.

Goal: The school will operate in an efficient manner with regards organization, planning, and developing effective leaders.

Benchmark: Covenant Keepers Charter School will show more growth as a middle school than it did as a middle and high school.

Intervention: Leadership: School/district instructional decisions will focus on support for teaching and learning, organization direction, high performance expectations, creating and learning culture, and developing leadership capacity.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
At least one administrator will complete the Arkansas Master Principal program. The administrator will complete the first year in 2014, finishing the program in 2016. Action Type: Professional Development	Valerie Tatum	Start: 07/01/2013 End: 06/30/2016	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Administrators will conduct classroom walk-throughs to evaluate teacher efficacy. Formative evaluations will help supplement the formal summative evaluations at the end of the year. These evaluations will assist the teacher in developing his or her professional growth plan. Administrators will receive training in teacher evaluations and will in turn train teachers in the areas they will be evaluating. The teacher evaluation program will be evaluated at the end of the school year. Action Type: Program Evaluation	Lori Clancy	Start: 07/30/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Administrators will attend TESS training	Valerie	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	



<p>their classroom. TAGG groups will be evaluated annually for growth.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Alignment</p> <p>Action Type: Equity</p> <p>Action Type: Title I Schoolwide</p>				
<p>Covenant Keeper's ACSIP will provide management for specific actions to be implemented throughout the school. Funds will be allocated to categories for specific needs. The ACSIP coordinator will receive training on developing an ACSIP. The ACSIP plan will be evaluated and edited twice a year.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Title I Schoolwide</p>	Jenna Jones	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>—————</p> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Antoria Harrison	Teacher	Literacy/Parent Involvement
Classroom Teacher	Chanslor Watson	Physical Education	Wellness
Classroom Teacher	Jenna Jones	Data Analysis/ELL Coordinator	ACSIP Development
Classroom Teacher	Kelly Best	Teacher	Math/Community
District-Level Professional	Lori Clancy	Assistant Director	Evaluation/Professional Development
District-Level Professional	Valerie Tatum	Director	District-Level
Non-Classroom Professional Staff	Bonnie Ervin	School Nurse	Parent Involvement, Wellness
Principal	Laurette Whipps	Campus Administrator	School Improvement