

**Covenant Keepers (CK)**

**Academic Improvement Plan**

**2018-2019**  
**School Year**

### **Principal Lauren Chapman**

**A)** The principal will raise students' academic achievement levels through ongoing collaboration with teachers, parents, and community partners. She will create and maintain a personal schedule that ensures she engages all primary stakeholders on daily, weekly, and/or monthly bases (9/10). In addition, the principal's schedule will incorporate mandated weekly classroom observations and feedback sessions.

- **Formal observations** – Each teacher will receive one formal observation per semester. The teachers' practices will be evaluated using a rubric that gives feedback based on **TESS**:
  1. *Excellent Teaching and Learning*
  2. *Outstanding leadership*
  3. *Environment Conducive to Teaching and Learning*
  4. *Organizational Strength and Viability*
- **Informal Observations** – Each teacher will receive at least two informal observations per grading quarter. The teachers' practices will be observed in the classroom setting and will receive feedback on his/her performance.
- **Walkthroughs** – The principal will conduct focus walks at least three days per week as she seeks best practices and opportunities to provide both accolades and critical feedback to the staff.

**B)** Principal Chapman will utilize strategies developed and strengthened through her training via professional development (monitored by Head of Schools Dr. Jeffrey Grant) provided by the Friendship Education Foundation (FEF), the Arkansas Department of Education (ADE), and RELAY Graduate School of Education. The principal's adaptive and technical skills will be intensified as she works to become an administrator who leads and models for her stakeholders. The FEF-based training will increase the principal's knowledge of the core content and teacher pedagogical practices. The principal's capacity to build healthy and fruitful relationships will also be addressed through a book study of the tome Leading in a Culture of Change, (Fullan).

RELAY will ensure the principal's observation and feedback process successfully develops highly effective teachers. Principal Chapman will attend all sessions and will complete all assignments with fidelity, following the path outlined by the "**Uncommon Schools**" approach. Her efforts should norm the observation/feedback process for the CK teaching staff.

**C)** Principal Chapman will engage her teachers during collaborative planning which is embedded in the weekly master schedule. These planning opportunities will ensure alignment between the principal's vision and expectations and the teachers' classroom practices.

**D)** Principal Chapman will receive and review lesson plans weekly to monitor and approve the standards-based instruction to be delivered to the students. Feedback on lesson plans will be provided to teachers within 24 hours of plan submission.

L. Chapman's Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school 7:20am-7:45am	Supervise students	Supervise students	Supervise students	Supervise students	Supervise students
Advisory 7:45am-8:00am	Check email	Check email	Check email	Check email	Check email
Block 1 8:05am-9:40am	Observe ELA, Math, SS	9:00-10:00 Mtg w/Hill	Home visits	8:30-9:30 Mtg w/Blocker	Visit Classrooms
Block 2 9:45am-11:25am	Observe Sci, Keyboarding, PE	Visit Classrooms	Visit Classroom	Observe ELA, Math, SS	Home visits
Lunch/ Specials 11:30am-1:05pm	Supervise play area during lunch	Supervise play area during lunch	Supervise play area during lunch	Supervise play area during lunch	Supervise play area during lunch
Block 3 1:10pm-2:50pm	Visit Classrooms	1:30-2:30 Meeting w/Young	Visit Classrooms	Observe Sci, Keyboarding, PE	Visit Classrooms
Intervention 2:55pm-3:25pm					
Dismissal 3:25pm- bus/ aftercare 3:30pm- car riders	Supervise dismissal  ■■■■■■■■■■ Observation Feedback after school-by appt	Supervise dismissal  ***** Observation Feedback after school-by appt	Supervise dismissal  *****	Supervise dismissal  ***** Observation feedback after school-by appt	Supervise dismissal  *****

### **Master Schedule**

**A)** The master schedule is based on the block schedule model that provides one hundred (100) minutes of core content instructional time to the students every other day (average of 50 minutes per day over a two-week period). Accordingly, the schedule ensures students receive quality instruction in classroom settings and builds time for the teacher to make deep dives into the content via the following:

1. Whole group instruction
2. Small group instruction
3. Individual instruction
4. Technology-based intervention
5. Project-based learning

**B)** The master schedule includes the state-mandated allotted time for instruction in physical education, fine arts, and keyboarding. The students will rotate through the special subject schedule on an **A-Day/B-Day** rotation. The students participate in the special subject classes in single-gender settings to decrease behavior issues. This ensures students receive more time on task. Also, the students will continue to make deep dives into the core content standards when they engage in the content of the special subject classes.

**C)** The master schedule includes daily planning for teachers with three days identified as collaborative planning days focusing on the following areas:

1. Content-lead discussions focusing on relevant data
2. Student support (behavior, attendance)
3. Project-based learning incorporating all core subjects

**D)** The instructional staff will continue to be trained on time management to ensure time on task is maximized. Center-based instruction must be incorporated in all classes, with teachers working with small groupings created based on the most recent data.

**E)** The master schedule has been created to ensure cross-curricula instruction occurs daily. All students are enrolled in Project-based Learning (PBL), a course designed to have students complete rubric-supported group projects. The rubrics are created and monitored weekly by teachers during collaborative planning.

**COVENANT KEEPERS MASTER SCHEDULE SY18-19 - A Day**

7:20	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
7:45am	6A-Hawley	6B-Whipps	7A-Young	7B-Austin	8A-Fikes	8B-Boyce
8:00am-9:40	MATH	ELA	PBL	PBL	SOCIAL STUD	SCIENCE
9:45am-11:25am	SOCIAL STUD	SCIENCE	MATH	ELA	PBL	PBL
11:30am-12:15pm	LUNCH RECESS	SPECIAL	LUNCH RECESS	SPECIAL	LUNCH RECESS	SPECIAL
12:20pm-1:05pm	SPECIAL	LUNCH RECESS	SPECIAL	LUNCH RECESS	SPECIAL	LUNCH RECESS
1:10pm-2:50pm	PBL	PBL	SCIENCE	SOCIAL STUD	MATH	ELA
2:55pm-3:35pm	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
3:40pm	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

**SPECIALS**

- 1) Health/PE - Austin    2) Keyboarding - Young    3) Music - Bearden PA    4) Art - Bearden PA

- Teacher Lunch Break - 11:25am - 12:05pm
  - Collaborative Planning - 12:05pm - 1:05pm
- |            |              |                 |                  |            |
|------------|--------------|-----------------|------------------|------------|
| Monday     | Tuesday      | Wednesday       | Thursday         | Friday     |
| Individual | Content Area | Student Support | Project Planning | Individual |

**COVENANT KEEPERS MASTER SCHEDULE SY18-19 - B Day**

	7:20	7:45am	8:00am-	9:40am	9:45am-	11:25am	11:30am-	12:15pm	12:20pm-	1:05pm	1:10pm-	2:50pm	2:55pm-	3:35pm	3:40pm
	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
	6A-Hawley	6B-Whipps	7A-Young	7B-Austin	8A-Fikes	8B-Boyce									
	ELA	MATH	PBL	PBL	SCIENCE	SOCIAL STUD	LUNCH RECESS	SPECIAL RECESS	SPECIAL RECESS	SCIENCE	SOCIAL STUD	INTERVENTION	DISMISSAL	DISMISSAL	DISMISSAL
	SCIENCE	SOCIAL STUD	ELA	MATH	PBL	PBL	LUNCH RECESS	SPECIAL RECESS	LUNCH RECESS	PBL	PBL	INTERVENTION	DISMISSAL	DISMISSAL	DISMISSAL
	LUNCH RECESS	SPECIAL RECESS	LUNCH RECESS	SPECIAL RECESS	LUNCH RECESS	LUNCH RECESS	SPECIAL RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	INTERVENTION	DISMISSAL	DISMISSAL	DISMISSAL
	SPECIAL RECESS	LUNCH RECESS	SPECIAL RECESS	LUNCH RECESS	SPECIAL RECESS	SPECIAL RECESS	SPECIAL RECESS	SPECIAL RECESS	SPECIAL RECESS	SPECIAL RECESS	SPECIAL RECESS	INTERVENTION	DISMISSAL	DISMISSAL	DISMISSAL
	PBL	PBL	SOCIAL STUD	SCIENCE	ELA	SOCIAL STUD	PBL	SCIENCE	SCIENCE	ELA	ELA	INTERVENTION	DISMISSAL	DISMISSAL	DISMISSAL
	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

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Monday	Tuesday	Wednesday	Thursday	Friday
Individual	Content Area	Student Support	Project Planning	Individual

### **Classroom Teachers**

**A)** The CK teaching staff will utilize the data-driven, research-based curricula resources to engage students within the master schedule. The teaching staff will utilize an across-the-curriculum approach that is designed to ensure deep dives into the content as students strive to master standards. Content will be accessed from class-to-class/subject-to-subject. For example, the science and social studies departments will engage students in informational text that will support reading comprehension (Literacy). Also, the science teacher will focus on algorithms supplied by the math teacher to complete investigations/experiments.

**B)** The teachers will continue to be trained to utilize highly effective teaching strategies to raise academic achievement. These include but are not limited to the following:

1. Differentiating instruction
2. Utilization of Tier 2 and Tier 3 vocabulary words
3. Higher-order questioning using stems identified within ***Webb's Depth of Knowledge***
4. Effective use of time on task
5. Teaching across the curriculum
6. Writing across the curriculum
7. Effective use of technology
8. Using data to group students and plan for instruction
9. Peer-to-peer instruction
10. Scaffolding to ensure comprehension
11. Center-based instruction and proper rotations
12. Project-based learning

**C)** Teachers will be provided a rubric (**TESS**) to guide them in their practices. The rubric will be preceded by professional development on the drivers by which they will be evaluated. In addition, the ongoing professional development will routinely incorporate training on the aforementioned instructional practices.

**D)** The teachers will be supplied with the Arkansas standards-based textbooks and curricula resources on which the teachers will continue to be trained throughout the year. The CK instructional team will lead the professional development as well as identify outside facilitators (textbook companies and independent consultants) to implement the training. Said training will occur during the collaborative planning blocks and the scheduled professional development sessions via in-person or online seminars.

**E)** The research-proven curricula resources are will generate the relevant data teachers will use to plan for instruction. Covenant Keepers previously had no complete program for its core-content classes. The recently purchased and completed content-rich resources include:

1. ELA – **Expeditionary Learning**
2. Math – **Engage New York (Eureka)**
3. Social Studies – **Discovery Education** online tech books and resources
4. Science – **Full Option Science System (FOSS)**
  - 6<sup>th</sup> grade – Weather and Water
  - 7<sup>th</sup> grade – Ecosystems
  - 8<sup>th</sup> grade – Chemical Interactions
5. **Collins Writing Across the Curriculum** Program
6. **Moby Max** Technology-based intervention for all core subjects (30 minutes at the beginning of each class)
7. **Chrome books** – “One-to-One” model

### **Staffing Model**

**A)** The Covenant Keeper staffing model ensures students are instructed by an effective/highly effective teacher. The middle school has two classrooms per grade level for grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>. The school retained its highest performing teachers from the previous school year and created a master schedule to have all students be taught by these teachers for five hundred minutes over a 10-day window.

**B)** The staffing model includes a special education teacher and math specialist who work within the inclusion model to co-teach the students on their caseloads in the general education setting (least restrictive environment). In addition, the support teachers instruct their students in a resource setting when required.

**C)** The staffing model provides a health/physical education teacher, a keyboarding teacher, and contracted fine arts teacher who see students on an A-Day/B-Day rotation. The students will receive instruction that is aligned with the content from the core subjects, guaranteeing deep dives into the content.

### **Budget**

**A)** The budget will be used to purchase highly effective resources used to support instruction and raise academic achievement:

1. Resources will be purchased and disbursed in a timely manner
2. Teaching staff will be hired in a timely manner
3. Quality professional development will be procured and implemented throughout the years



### **Data Collection and Feedback**

**A)** Covenant Keepers will be data-driven and will use pertinent data to drive planning and instruction. Student data will include the following:

1. Assessments – Formative, Summative, Statewide
2. Attendance (Students and Staff)– Daily, weekly, monthly
3. Truancy – Daily, weekly, monthly
4. Behavioral – Student Referrals, detention, expulsions
5. Parent Engagement – attendance at conferences and parent meetings, students' progress reports and report cards

**B)** The staff will meet weekly to plan using fresh data collected through the school-based and statewide tools. The data will be disaggregated by the staff to identify trends, strengths, weaknesses, and best practices/strategies.

**C)** The data will be regularly shared with students and parents via scheduled parent/student/teacher conferences, weekly progress reports, newsletters, and phone calls.

**D)** Data will be posted and tracked by all stakeholders with both staff and students held accountable for student progress.