



# ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR  
SCHOOL IMPROVEMENT GRANT FUNDS  
TITLE I, SECTION 1003(g)

LEA APPLICATION FOR  
SCHOOL IMPROVEMENT GRANT FUNDS  
SIG 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Covenant Keepers College Prep Charter (6-8)	
Mailing Address (Street, P.O. Box, City/Zip) 5615 Geyer Springs Rd. Little Rock, AR 72209	Starting Date 06/01/14
Name, title and phone number of authorized contact person: Dr. Valerie Tatum Director	Ending Date 07/31/17
Amount of funds requested: \$1,773,042	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a sub-grant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on \_\_\_\_\_ (Date).

Signature: \_\_\_\_\_  
Superintendent of Schools AND  
Signature: \_\_\_\_\_  
School Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

ADE USE ONLY	
Date Received: _ _____	Obligation Amount: _____
Reviewer Signature: _ _____	Approval Date: _ _____
Reviewer Signature: _ _____	Approval Date: _ _____

## SCHOOL IMPROVEMENT GRANTS

### Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's priority schools. Priority schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. In the priority schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### Availability of Funds

FY 2014 school improvement funds are available for obligation by SEAs and LEAs through June 30, 2017.

### State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2014 school improvement funds in proportion to the funds received in FY 2014 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

## FY 2014 SUBMISSION INFORMATION

### Electronic Submission:

The ADE will only accept an LEA's 2014 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2014 application to the following address:

[rick.green@arkansas.gov](mailto:rick.green@arkansas.gov)

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to: Rick Green  
Four Capitol Mall, Box 26  
Little Rock, AR 72201

### Application Deadline:

Applications are due on or before February 12, 2014

### For Further Information:

If you have any questions, please contact Rick Green at (501) 682-4373 or by email at [rick.green@arkansas.gov](mailto:rick.green@arkansas.gov) .

SECTION A, Part 2: Schools to be served

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

Using the list of priority schools provided by ADE, complete the information below, for all priority schools the LEA will serve. The Intervention Model must be based on the “School Needs Assessment” data.

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Covenant Keepers Charter School		6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If an LEA is not applying to serve all priority schools it will need to explain why it lacks the capacity to serve these schools.

Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

SECTION B, PART 1:

**B. DESCRIPTIVE INFORMATION: Needs Assessment**

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

Step 1 - Develop a Profile of the School's Context

Name of School: Covenant Keepers College Preparatory Charter School  
LEA #: 6044700

Context

1. Grade levels (e.g., 9-12): 6-8
2. Total Enrollment: 192
3. % Free/Reduced Lunch: 91%
4. % Special Education Students: 11%
5. % English Language Learners: 32%
6. Home Languages of English Language Learners (list up to 3 most frequent):
  1. Spanish
  - 2.
  - 3.

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Covenant Keepers College Preparatory Charter School is located on Geyer Springs Road in southwest Little Rock. The attendance zone for Covenant Keepers encompasses a broad geographic area from Arch Street on the south and east, University Street on the west, and Asher Avenue on the north. Students from the North Little Rock neighborhoods of Dark Hollow, Rose City, and Levy also attend Covenant Keepers.

A review of the demographic data portrays a community comprised primarily of limited income families, many of which are headed by a single parent. Numerous students at Covenant Keepers come from homes where the parents are under-employed and under-educated. These conditions result in multi-generational welfare recipients.

A large majority of our students come from single-parent homes, or from homes where one parent is incarcerated or the child is in the foster care system. We have also found that

several students are living with other families or are being raised by their extended family members, and by definition these students are classified as homeless. Several students come to CK once they have been suspended from traditional schools.

Southwest Little Rock’s Latino population is continually expanding, as reflected in our current school population. According to a survey conducted by the Office of Education Policy in 2012, the demographic data for our school consists of: 62.0% African American, 37.0% Hispanic, 27% of whom are ELL, and 1% other. As evidenced by the table below, our Hispanic population has steadily increased over the past five years.

**Enrollment by Race and Free/Reduced Lunch Counts, 2008-2013**

	<b>Enrollment</b>	<b>% Black</b>	<b>% Hispanic</b>	<b>% White</b>	<b>% FRL</b>
2008-09	121	79%	12%	2%	79%
2009-10	193	84%	13%	1%	86%
2010-11	164	70%	29%	1%	84%
2011-12	238	68%	30%	1%	80%
2012-13	223	65%	34%	1%	81%
<b>Average</b>		<b>73%</b>	<b>24%</b>	<b>1%</b>	<b>82%</b>

**Race and Free and Reduced Lunch Counts, 2011-2012 School Year**

	<b>% FRL</b>	<b>% Minority</b>
Covenant Keepers	80%	99%
Little Rock SD	71%	80%
Pulaski Co. 3-District	64%	68%
<b>State</b>	<b>60%</b>	<b>35%</b>

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

School	Grade Span		School	Grade Span
Other charter schools (feeder and recipient schools)	5-12			
Little Rock School District (feeder and recipient schools)	5-12			
Pulaski County Special School District (feeder and recipient schools)	5-12			
North Little Rock School District (feeder and recipient schools)	5-12			

9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Dr. Valerie Tatum, Director	1-6 BSE, MSE K-12 Educational Leadership, PhD Education	7	7	7
Lori Clancy, Instructional Facilitator	Bachelors in English 7-12 English Certification	5	6	6
Laurette Whipps, Literacy Coach	Bachelors Degree in English	3	5	5
Jenna Jones, Classroom Teacher/Data Coordinator	Bachelors of Music Education-Vocal Education K-12 Art Licensure	1	3	3

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

The school board evaluates the superintendent annually utilizing the board-approved evaluation instrument. The evaluation is based on performance indicators such as: organizational leadership, instructional leadership, fiscal management, leadership of personnel, community partnership leadership, and school culture leadership.

The superintendent conducts informal walk-throughs throughout the year to gather evidence of progress toward the administrators' attainment of goals as established in the professional growth plan. The superintendent communicates findings through quarterly one-to-one meetings with the administrators to discuss competency ratings. At the end of the year, the superintendent uses the "Principal/Leadership Summative Evaluation Form" which supports standards in Planning and Preparation, Instruction and Services, Professional Development and Characteristics of Leadership. Administrators are given the rating of "expert, proficient, needs improvement or unsatisfactory". After reviewing the summative evaluation data and performance indicators, the superintendent will recommend: renewal of continued employment, additional steps for growth to include more intensive and focused support, or non renewal if the standards are not achieved. Administrators reflect on their competency ratings and the findings presented during their quarterly one-to-one meetings and will develop an updated professional growth plan for the ensuing year.

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

Teachers are evaluated through the Teacher Excellence and Support System Model (TESS). TESS is being used to evaluate teacher excellence in the classroom through Domains 2 and 3, pursuant to Arkansas Code Ann. § 6-17-2802 of 2013. The Framework is used for the purpose in providing professional conversations among practitioners as we seek ways to enhance their skill in the complex task of teaching. The Framework is also used to support mentoring, coaching, professional development, and teacher evaluation processes. When those activities are evaluated together, this helps teachers become more thoughtful practitioners. TESS evaluations are performed by a school administrator who is TESS certified. All TESS procedures and protocols are followed as dictated by TESS policy. The school will follow TESS guidelines regarding the number of required evaluations based upon teacher track categories. In addition to TESS, school administrators conduct informal classroom-walkthroughs using a rubric developed by ECS and Covenant Keepers.

12. Briefly describe previous and current reform and improvement efforts, within the last five years.

Upon receiving notice of our priority status, ADE conducted a scholastic audit, which assessed 6 focus areas. The ESEA guidelines also required us to hire an external provider to support growth areas as determined by the scholastic audit.

The improvement efforts included removing the building principal in 2013 and developing a stronger leadership team. Through building a priority improvement plan (PIP), the ongoing reforms include:

#### Change in Teacher/Leader Practice

- professional development on high-risk students and behavior management
- training on Marzano's high-yield strategies
- development of a new lesson plan template, focusing on the Workshop Model
- assistance in incorporating technology into lessons to improve student engagement
- support in transitioning from Arkansas Frameworks to Common Core State Standards
- formative assessments used to guide instruction through data wall analysis
- common planning times during the day to collaborate with content area teachers
- 60 minutes of teacher planning/collaboration time at the end of each day

#### Student Progress and Achievement

- quarterly school-wide tests to assess mastery (NWEA computer-based tests in math and literacy, TLI Quizbuilder tests in math and literacy)
- individualized data awareness sessions with students to discuss progress toward proficiency and to establish personal goals
- additional AIP classes grouped according to formative assessment data
- incentive activities to assist in closing the achievement gap

#### Student Safety and Discipline

- using eSchool to more efficiently document and monitor discipline incidents and attendance (tardies and absences)
- using eSchool to communicate with parents regarding student academic progress and discipline incidents/referrals
- creation of student mentor to deter discipline incidents and to resolve conflicts and encourage personal growth and character development

#### Parent and Community Engagement

- development of a parent resource center
- using social media to communicate with parents and the community
- partnership with the Southwest Health Coalition as a resource to our underserved students

### Hispanic Community Outreach

- developed partnerships with leaders in the Hispanic community
- hiring bilingual staff to meet the needs of our Hispanic parents
- partnering with Spanish language radio stations and other local media

## Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state Standards assessment test for each subject available.

Subject	2013	2012	2011	2010	2009
Reading/Language/English	63.6%	52.6%	48.8%	34.3	X
Mathematics	38.5%	30.8%	29.3%	38.2	X
Science	2%	5.7%	9%	5.8%	
Social Studies					
Writing					

2. Student analysis from the past 3 years - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	-0-	-0-		51.7 2%	59.76 %	NA	59.5 7%	71.0 5%	NA	-0-	-0-		N<40	N<40	N<40
Mathematics	-0-	-0-		29.7 3%	33.70 %	NA	48.1 5%	51.2 2%	NA	-0-	-0-		N<40	N<40	N<40
Science	-0-	-0-		0%	4.2%	8%	4.6%	9.1%	13%	-0-	-0-		N<40	N<40	N<40
Social Studies	NA														

3. Student analysis from the past 3 years - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				49%	51%	57%				
Mathematics				40%	30%	24%				
Science				n/a	9%	n/a				
Social Studies N/A										
Writing N/A										
Other N/A										

Test Year: 2012

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				51%	62%	76%				
Mathematics				42%	40%	30%				
Science				n/a	4%	n/a				
Social Studies										
Writing										
Other										

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				46%	53%	64%				
Mathematics				54%	47%	21%				
Science				n/a	2%	n/a				
Social Studies N/A										
Writing N/A										
Other N/A										

4. Average daily attendance percentage for the 2013-2014 school year: 215 ADM

5. Mobility rate for the 2013-2014 school year: 23.4%

6. Graduation rate for all students for the 2012-2013 school year: 100%

Graduation rate percentage for past 3 years: (high schools only)

	All Students
2013	80%
2012	n/a
2011	n/a

Covenant Keepers only had one year in which we served 12th grade students: 2013.

### Key Questions

1. Which subpopulation of students is experiencing the lowest achievement?

The AA/SPED students are experiencing the lowest achievement annually. Covenant Keepers students, along with their matched peers, entered sixth grade school with very low scores ( $z=.85$ ) below the 20<sup>th</sup> percentile. However, after 2 or 3 years in the school, the students in Covenant Keepers experienced growth to the 29<sup>th</sup> percentile ( $z=.56$ ). In Literacy, growth for the TAGG in 2012 was met at 68.89, and 2012 growth standards were projected at 68.03. The

performance for the TAGG (Targeted Achievement Gap Group) was 60.38. Our performance standard was 69.71. We missed our standard growth by (.33). The performance standard for our TAGG (Targeted Achievement Gap Group) in math was 33.33. Our performance standard was 35.36. We missed our standard growth by (1.93.)

2. Which subpopulation of students are experiencing the lowest graduation rates?

High School was removed during the 2012-13 school year, but the two groups that experienced the lowest graduation rate were our African-American population with a rate of 75%, and our economically disadvantaged population with a rate of 66.7%.

3. In which subjects are students experiencing the lowest achievement?

Students are experiencing the lowest achievement rates in math (below 42%) and in science (at 9% and below for the last three years).

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

The characteristics of the demographics that should be taken into account in selecting a model and external provider include a careful examination of various subpopulation groups that are served by the school. An extremely high percentage of Covenant Keepers students are high poverty (91%) and qualify for free and reduced lunches. The research report Turnaround Challenge by Mass Insight (2007), share specific insights of how High Performing, High Poverty schools (HHP) can achieve increase in academic achievements under adverse conditions- specifically schools with large majority of students living in poverty. Three major points are identified in the report: 1) High poverty schools (such as CKCS) are inherently much more unpredictable, variable, and irregular than in low poverty schools; 2) the most common approaches do not help, and if fact can cause harm; and, 3) the phenomenon of HHP school is the evolution of a new species.

The external provider must have experience in working with students living in high poverty. They will assist faculty and staff to address innovative strategies will acknowledge and address daily disruptions caused by student misbehavior, neighborhood crises, very little parent involvement, and learning deficits. They will assist teachers and staff in not only believing their students can achieve, but showing them how through modeling and monitoring of research-based, instructional strategies. In other words, they will show them these strategies can work with the kids they have in their classrooms, not some hypothetical classroom somewhere else. This will be a huge asset in helping our teachers move beyond the teacher centered, lecture based, and worksheet driven classroom.

Covenant Keepers Charter School serves a community of primarily African American and non-English speaking students. The population of the school has a continuing increase in special education students as well. The school is located in southwest Little Rock on Geyer Springs Road in order to serve this population of students. External partners should have experience and success working with these student populations.

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Covenant Keepers was conceived with the idea of serving a population of students who would struggle to be successful in other Little Rock schools. The Latino population has grown 10-11% each year. The Special Education population has nearly doubled since last year.

The teaching population of the school is primarily inexperienced, novice teachers,

who have little knowledge of classroom management. The teacher turnover at the school is high, resulting in a lack of continuous improvement. The administrators teach classes in order to compensate for the lack of continuity with inexperienced teachers.

Resources, materials, and supplies are at a minimum because of a lack of resources. This limits the teaching staff from implementing proven programs/resources that could be vital in closing the achievement gap.

### Step 3 Reviews of ADE Scholastic Audit and other School Data

#### 1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the “Recommendations”;
- LEA (Leadership) and/or school “Recommendations” identified for implementation;
- Implementation progress;
- Timeline of prioritized “Recommendations” and the
- Evaluation process.

#### **Standard 1: Curriculum**

**ADE Findings 1.1d; 1.1f:** The district facilitates discussions between and among grade levels during the Friday grade-level meetings. Curriculum issues and interim testing are on the agenda at some of these meetings. No procedures are in place for teachers to collaborate vertically to identify and address curriculum transition points for students as the move from middle to high school. The local school board has adopted a curriculum policy requiring schools to align their curriculum to the Arkansas Curriculum Frameworks and the school’s vision, mission, goals, and educational philosophy. The district leadership initiates curriculum discussions among school leaders and teachers. The school has curriculum guides for all courses and subject areas that are aligned with the Arkansas Curriculum Frameworks/Common Core State Standards. The district has an informal process for reviewing and revising the curriculum throughout the school year; however, this process is not written. Teachers are to make notes and/or comments on the curriculum guides on a daily or weekly basis. At the end of each semester, school leadership meets with the teachers to collect these suggested revisions. Curriculum is not monitored or evaluated in a systematic, on-going manner for the purpose of impacting student achievement. The school leadership team consisting of the superintendent, principal, academic administrator, literacy coach, and assistant principal conduct most final curriculum revisions. Revised curriculum maps are then passed on to teachers.

#### **District Actions: The district uses the following Indistar Indicators to guide Scholastic Audit corrective actions:**

IE07: The principal\* will monitor curriculum and classroom instruction regularly.

IE08: The principal\* will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

IE09: The principal\* will challenge and monitor unsound teaching practices and support the correction of them.

**\*As we have removed our principal for the 2013-2014 school year, the responsibilities of the traditional principal have been strategically distributed amongst the leadership team.**

#### **Standard 2: Classroom Evaluation/Assessment**

**ADE Findings 2.1a; 2.1b; 2.1d; 2.1e; 2.1f; 2.1h:** Some sample classroom assessment documents are aligned with Arkansas Curriculum Frameworks; however, many teachers do not use open-ended or sample released items regularly in classroom assessments.

Few classroom assessments are designed and used by teachers to mirror the ACTAAP criterion-referenced test. Writing examples are collected and turned in and submitted to school leadership for inclusion in a portfolio. Student portfolios are not complete for all students. These writing examples are part of the school's Literacy Initiative. There is no local school board policy addressing classroom assessments. School leadership has no formal procedures in place requiring that classroom assessments monitor student progress toward scoring proficient or advanced on the ACTAAP assessments. Few teachers collaborate to design authentic assessments aligned with core content subject matter and Arkansas Curriculum Frameworks. Most teachers have modified classroom assessments to meet the accommodations according to Individual Education Plans, Section 504 plans, and the needs of English learners. These modified assessments are not always as rigorous as the ones for other students. Students are rarely given choices for different types of assessments to demonstrate what they know and are able to do. School leadership reviews classroom assessments when they are submitted with lesson plans. There is no formal process or rubric for evaluating classroom assessments. Data from ACTAAP are reviewed by school leadership to develop the ACSIP. These data identify weaknesses in literacy and math. Most teachers know the data for their content area. Teachers know which students are not proficient. Academic Improvement Plans have been completed and are awaiting signatures. The Northwest Evaluation Association assessment is being used as the interim assessment to make decisions for remediation of students in literacy and math. Some teachers use data to modify curricular, instructional, and assessment practices. Test results have not been formally analyzed to identify curricular gaps. Students are seldom given opportunities to choose assessments based on their learning styles or multiple intelligences. Assessments are not always analyzed to determine what research-based instructional strategies are needed to ensure learning at the proficient level for all students. Student assessment results are seldom used to change instructional practices. Most informal questioning requires students to think at the lower levels of Bloom's Taxonomy and does not assess higher-order thinking. Teachers have received limited training in constructing and scoring open-response questions. Teachers do not collaboratively grade the open-response questions to build reader reliability. Most teachers have not participated in professional development for accommodating students' various learning styles and multiple intelligences. Teachers have received little training in creating real-world, authentic assessments. Clearly defined student performance criteria are not found in most classrooms. Few teachers provide classroom models to clarify performance expectations. Student work is displayed in a few classrooms and in hallways. Rubrics, scoring guides, or meaningful feedback do not always accompany displayed work. Anchor papers and exemplars are not integrated into most classroom instruction to provide examples of proficient student work or to help students understand the differences between/among performance levels. All teachers have not been formally trained in the protocols for collaboratively analyzing student work to drive instruction, revise the curriculum, or evaluate student progress. Many classroom assessments are comprised of fill-in-the-blank, multiple choice, etc., and sometimes an open-response questions.

**District Actions: The district uses the following Indistar Indicators to guide Scholastic Audit corrective actions:**

IIB01: Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives.

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

IIB03: Unit pre-test and post-test results will be reviewed by the Instructional Team.

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

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

IIC01: Units of instruction will include specific learning activities aligned to objectives.

IID06: Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.

IID10: Instructional Teams will use student learning data to identify students in need of instructional support or enhancement.

IID11: Instructional Teams will 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 of extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

**Standard 3: Instruction**

**ADE Findings 3.1a; 3.1b; 3.1c; 3.1d; 3.1f; 3.1g :** High-probability, research-based instructional strategies are not utilized in all classrooms. Much instruction is teacher centered and textbook driven. Instruction is primarily whole-group and does not accommodate learning styles and multiple intelligences. Many teachers provide instruction through lecture, discussion, and pencil/paper activities such as copying from the board/screen or writing definitions. Most lessons are taught at the knowledge and/or comprehension level of Bloom’s taxonomy. Active learning opportunities, cooperative learning groups, and differentiation of instruction do not occur in most classrooms. Well-developed rubrics that indicate an evaluation of performance are not used by many teachers. Some disciplinary connections are implemented in some subject areas. Writing across the curriculum is in the beginning states of implementation. Many classroom practices do not reflect high expectations for student learning. Learning activities, questions, and assessments in some classrooms do not reflect the rigor and higher-level of thinking required for proficiency on state assessments. What students are expected to learn, and the relationship of learning to real life are rarely communicated to students. Rigorous instruction is not evident for students in most classrooms. Most lesson plans and curriculum pacing guides are aligned to state learning goals. Most lesson plans and strategies used classrooms are not informed by analysis of assessment scores or student work. Classroom visits by school leadership occur on a regular basis in most classrooms. School leadership does not consistently provide specific feedback to teachers to ensure implementation of high-probability, research-based instructional strategies to meet diverse needs of the student population. Minimal feedback is provided to adjust and modify instruction based on the changing needs of students. Instruction in many classes is not bell-to-bell. A culture of high expectations for student achievement does not exist, resulting in a learning environment that does not challenge students. Most teachers demonstrate adequate knowledge in their assigned area of instruction. Many do not use that content knowledge to challenge and motivate students to high levels of learning by building curricular and cross-curricular connections or through consistent implementation of research-based instructional strategies, differentiation, higher-order thinking skills, high student engagement, and authentic assessment. Professional development activities do not always update teachers’ content knowledge, result in improved student achievement, or meet individual professional growth needs of teachers. Most classrooms operate with limited resources necessary to provide rigorous, real-world, hands-on, project-based

instruction. Teachers indicate they have adequate resources. Textbooks serve as a primary resource for content and instructional delivery in many classrooms. Limited sets of novels are available to literacy teachers as additional instructional materials. Some books are kept in file cabinets in classrooms rather than on bookshelves, to prevent students from taking them without permission. Classroom teachers request materials and supplies through school leadership. Resources do not always address the diverse needs of all students. Few materials are available for students reading below grade level. The library houses a few materials reflect the cultural diversity of the student population' the collection is too small to support the school's implemented curriculum or the diverse needs of students. A public library in the neighborhood is available to the school; classes rarely use this facility. Daily access to hands-on technology is limited for many students. Students occasionally use technology in the classroom. Most classrooms have four student computes and one teacher computer, and the school has a computer lab with 23 computers. One classroom is equipped with a SMART Board, and teachers may check out iPads and Nooks for limited classroom use. Two MIMIO SMART Boards have been purchased and are not being utilized. Students and teachers do not have access to adequate laboratory facilities in science classes. The master schedule provides for common planning time for teachers; little of this time is used for the collaborative examination of student work. Many teachers do not view assessment as a means of evaluating their own instructional effectiveness. There is limited work displayed accompanied by rubrics or scoring guides.

**District Actions: The district uses the following Indistar Indicators to guide Scholastic Audit corrective actions:**

IIIA01: All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.

IIIA19: All teachers will review with questioning.

IIIA01: All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.

24) IIIA05: All teachers will maintain a record of each student's mastery of specific learning objectives.

25) IIIA06: All teachers will test frequently using a variety of evaluation methods and maintain a record of the results.

IIIA27: All teachers will verbally praise students.

IIIB02: All teachers will regularly assign homework (4 or more days a week).

IIIC09: All teachers will correct students who do not follow classroom rules and procedures.

IIIA11: All teachers use modeling, demonstration, and graphics.

IIIA13: All teachers explain directly and thoroughly.

IIIA25: All teachers encourage students to paraphrase, summarize, and relate.

IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).

**Standard 4: School Culture**

**ADE Findings 4.1d; 4.1j; 4.1k:** Most staff members are aware of the school's mission statement that is posted in classrooms. Few staff members can articulate how the mission statement was developed or how the mission statement guides decision making in the school. Teachers are aware of the general ACSIP goals, especially those related to literacy and math. Most teachers do not have an active role in identifying research or analyzing data to create the ACSIP. Teachers are given an opportunity to review the ACSIP prior to final submission. Most teachers cannot explain their role in the implementation of the plan. Almost all teachers have a common planning time at the end of the school day; many do not use this time regularly and consistently to consider and make decisions collaboratively regarding teaching and learning. Most classified staff do

not participate in the ACSIP process. The public celebration of academic achievement and growth of students is not widespread. Each teacher can nominate students for "Student of the Month". Two students are selected by the principal to be recognized for this honor. Besides receiving a certificate, they get to have lunch with principal. Some teachers informally recognize the academic accomplishments of students. The local school board has adopted a policy that protects students from being discriminated against on the grounds of race, color, religion, national origin, sex, age, or disability. Most students have access to all learning activities provided at the school. Most students are not challenged to reach high levels of learning. Most teachers do not differentiate instruction or assessment to accommodate differences in learning styles or student backgrounds. Culturally responsive instructional practices are occasionally demonstrated in classrooms and school activities. Multicultural education is not intentionally and consistently included in instructional strategies and is not seamlessly integrated into the curriculum. Curriculum content and instructional strategies specifically designed for Targeted Assistance Gap Groups are not intentionally included in daily instruction. A school counselor's services are not available to students.

**District Actions:** We have implemented the following actions in our ACSIP:

- Teachers are given the opportunity to nominate a Student Of The Week
- Students are recognized for academic achievements
- Incentives are put in place to encourage student academic growth
- Teachers have received training in incorporating various learning styles and professional development in culturally responsive instructional practices to support student backgrounds.

We have implemented the following actions in Indistar:

IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

## **Standard 5: Student, Family and Community Support**

**ADE Findings 5.1b; 5.1c; 5.1d:** All students do not have access to a high-quality, challenging, and rigorous curriculum that prepares them for twenty-first century learning. The school does not employ a counselor. Most classroom technology is limited to teachers using a projector and a computer. Students rarely use technology during the course of instruction. All students are scheduled into a remediation/tutoring period the last period of the day. Previously, students had used this class time for a book study. Academic Improvement plans have recently been developed to identify the specific needs of students. All appropriate parties have not signed those plans. Most of the tutoring is whole-group, not child-specific, or skill-specific. Co-teaching/inclusion is included for literacy and math. The school district has a policy on equal education opportunity. Some instructional materials and resources are available to promote active student learning. Supplemental instruction is provided through a Saturday Academy twice a month. The school has a nurse, and procedures are in place to refer students for health services. A record is kept of the services provided to each student. Occupational, speech, and physical therapists are available through Kidsource, Inc. The school collaborates with Life Strategies and Youth Home, Inc., to reduce barriers to student learning for students with behavioral or emotional problems. Organizational structures are not always minimized for all students to reduce barriers to learning. Most instruction is whole-group and is not differentiated to accommodate the needs of the diverse student population. Lesson plans do not always reflect planning for students with varying abilities, interests, cultures, and gender differences or strategies specifically chosen to address the needs of Targeted

Achievement Gap Groups. Most classroom technology is not student centered and consists of the teacher projecting a lesson from a computer. A formal advisory-mentor group is not available for students. Most teachers have not had recent professional development on differentiated instruction, teaching English learners, or working with low socioeconomic children. The Spanish teacher serves as the English as a Second Language teacher. Neither she nor many of the teachers have had training in this area. Students are double-blocked for math and literacy. The media center has limited materials available. Few opportunities are afforded students to receive assistance beyond initial classroom instruction.

**District Actions: We have implemented the following actions in our ACSIP:**

-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 evaluated at the end of the year.

-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, 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.

**Standard 6: Professional Growth, Development, and Evaluation**

**ADE Findings 6.1a; 6.1d; 6.1f; 6.2e:** Planning and support for the long-term professional growth needs of instructional and leadership staff members do not occur on a consistent basis. The school has a professional development policy that requires teachers to

complete 60 hours and administrators 70 hours of professional development. Most professional development is planned by the leadership team. PD topics include Common Core State Standards, parental involvement, building a culture of professionalism, school improvement, special education/confidentiality, and Northwest Evaluation Association report training. PD is not always sustained on a long-term basis. Many activities are one-time workshops with little or no follow-up to determine the need for additional training or support. A formal process that includes review of surveys, student achievement data, and the teacher evaluation process is not always used to determine priorities for PD. The leadership team identifies and plans of PD for staff members annually based on the broad and generic needs of the entire instructional staff. PD offerings focus on a few of the actions listed in the ACSIP. Ongoing, job-embedded PD is not regularly provided to staff members. Limited follow-up, support, coaching, and modeling are available to ensure complete implementation of knowledge or strategies acquired through professional development activities. School leadership does not have a formal process for evaluating to the degree to which PD impacts classroom practice or student achievement. There is no established systematic process for linking multiple sources of student achievement data to plan PD. There have been limited PD opportunities that focus directly on the root cause of the low performance of Targeted Achievement Gap Groups or other identified subgroups. Most discussions of data relate to the Northwest Evaluation Association assessments. Some teachers are not proficient in their knowledge of individual student data from other data sources. A limited review of multiple data sources, including student work, is conducted by school leadership to determine PD needs. Longitudinal data (at least three years of data) are not analyzed to identify trends or adequately consider and plan for the diverse needs of the school population or for individual students with demonstrated achievement gaps. Some PD offerings are planned to meet Arkansas Department of Education requirements. No ACSIP actions are specifically designed to build the leadership capacity of the leadership team or the leadership capacity of teachers. Some of the actions have not been fully implemented. Most professional development offerings are offered at the school site, during the summer "Boot Camp" and faculty meetings. PD offerings meet requirements outlined in ADE rules and regulations; they do not intentionally meet the needs of individual school leaders.

**District Actions: The district uses the following Indistar Indicators to guide Scholastic Audit corrective actions:**

-IF06: Teachers are required to make individual professional development plans based on classroom observations.

IF05: Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.

IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

IF10: The principal\* plans opportunities for teachers to share their strengths with other teachers.

IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

**\*As we have removed our principal for the 2013-2014 school year, the responsibilities of the traditional principal have been strategically distributed amongst the leadership team.**

## **Standard 7: Leadership**

**ADE Findings 7.1g:** Fiscal and material resources are minimally adequate to support teaching and learning in the school. Technology and laboratory facilities are limited. Students are equitably distributed among the staff members at each grade. Time is seldom utilized to provide maximum impact on student learning. Few students are authentically engaged in rigorous learning tasks that support mastery of state-adopted standards. Some teachers do not plan for bell-to-bell teaching and learning. Research-based instructional strategies are not purposefully planned and utilized in most classrooms. In some classrooms, much of the instructional time is spent redirecting students who are off task and disruptive. School leadership has implemented a process to conduct frequent Classroom Walkthroughs/observations followed by one-on-one feedback to teachers. Leadership has not clearly communicated expectations for, and does not effectively monitor implementation of, research-based instructional and assessment practices that maximize instructional time and enhance student learning.

### **District Actions: The district uses the following Indistar Indicators to guide Scholastic Audit corrective actions:**

IE08: The principal\* will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

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.

**\*As we have removed our principal for the 2013-2014 school year, the responsibilities of the traditional principal have been strategically distributed amongst the leadership team.**

## **Standard 8: School Organization and Fiscal Resources**

**ADE Findings 8.1d:** The district has a policy on use of instructional time. Many teachers do not plan and implement effective, research-based instructional activities that engage students for the entire allocated block of time. Much of the instructional program is teacher-centered, worksheet-based, and requires thinking only at the knowledge and comprehension levels of Bloom's taxonomy. Consumable worksheets may not be used in some classes; students are instead required to copy problems from a workbook page onto notebook paper. Some classes have no efficient procedures for turning in assignments, taking attendance, or preparing students to move from one activity to another. Instructional time is lost as teachers correct students who are misbehaving. Some students arrive at school after instruction has begun. Instructional time is sometimes interrupted by intercom announcements or inquiries from the office. The Workshop Model used in most classrooms (Do Now, I do, We do, You do) is not used to manage time in many classrooms. The "Do Now" often takes a disproportionate share of the available time, and the "We do" is not regularly used to provide active coaching for the learners.

### **District Actions:**

Teachers will plan for bell-to-bell instruction in literacy and math. All 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.

## **Standard 9: Comprehensive and Effective Planning**

**ADE Findings 9.3a; 9.4a; 9.5c; 9.6a; 9.6b; 9.6c:** Each of the interventions in the ACSIP cites at least one reference/research the ten cited references are from 2000, 2001, 2002, 2004, 2005, and 2006. Cited references are not always closely related to the stated intervention. Faculty members are not familiar with the cited research or how it is intended to influence their classroom practice. The ACSIP states in several actions that "best practices" are to be used in classrooms; most teachers cannot articulate what these practices are, and do not consistently demonstrate these practices in the classroom. The cited research does not identify these practices. School leadership has not established clear expectations for the frequency and effective use of these research-based strategies in classrooms. Staff, students, and parents are seldom questioned on school issues for the purpose of identifying perceived strengths and weaknesses of the school. This is not done in a formal way, and the resulting data are not organized and analyzed. Formal surveys of stakeholder groups are not conducted. Technology (especially for students) and out-of-school issues are seen by some staff members to be weaknesses or barriers to learning. The primary method for evaluating the overall ACSIP is to review end-of-year data. Few actions of the ACSIP include an evaluation component. The ACSIP does not include evaluation criteria that would allow the school to determine which actions or interventions were more or less effective, either during the year or at the end of the year. The school's mission/vision statement was adopted prior to the submission of the school's original charter school application. No changes have been made since that time. The statement is posted in the office and in most classrooms. It is not used intentionally to inform or direct decisions related to school-improvement planning or the development of the ACSIP. Most school personnel acknowledge that the school is not fulfilling its original mission to provide high quality college preparation for all students. The primary focus of the ACSIP is to achieve Annual Measurable Objectives in math and literacy, as defined by the ADE. Most staff members are not aware of specific actions identified in the ACSIP or their own responsibility for implementing strategies referenced in the ACSIP ("best practices"). School leadership provides little or no direction on implementing the 133 actions identified in the ASIP. School leadership and faculty use interim testing and end-of-year, state-required testing to analyze student academic performance in literacy and math. Interim data are not regularly and consistently collected and analyzed to determine progress toward the other goals identified in the ACSIP. Perceptual data are not collected to determine the level of implementation or support for various ACSIP actions. The data collected from Classroom Walkthroughs, formal and informal observations/evaluations, development of professional growth plans, and examination of interim assessments and other data are not compiled and analyzed in a systemic manner that would allow determination of effective/ineffective practices. No formal documentation exists to indicate the extent to which PD activities have changed instructional practices.

**District Actions: We have implemented the following actions in our ACSIP:**

-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.

-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.

-Teachers will be made aware of school-wide IMO's and will be held accountable for helping to achieve these goals through effective planning and team collaboration.

1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

The LEA will provide support in providing continuous development in several different ways. A continuous support model of professional development will be implemented. This model includes after school PD training in each of the Marzano's high yield strategies (Identifying Similarities and Differences, Summarizing and Note taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses, Cues, Questions, and Advance Organizers). PD will be provided after school on one strategy per month on Day One. On Day Two, the strategy will be modeled in some of the teacher's classrooms with opportunities for all teachers to observe. On Day Three, the teachers will be observed implementing the strategy in their own classroom based on instruction that is taking place at the time. This model will provide teachers with on-going support and time to perfect each strategy. Additional time, modeling, and observations will take place for any teachers who may be struggling or feel the need for additional assistance.

The LEA will provide Positive Behavior Interventions and Supports training for all staff. The Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Positive Behavior Interventions and Supports Leadership Team provides training, coaching, and systems evaluation for developing a systems approach to school -wide positive, discipline in order to improve the social-emotional and academic outcomes of ALL students. The PBIS consists of a systematic approach and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors for ALL students. It is a compilation of effective practices; interventions and systems change strategies that have a long history of empirical support. PBIS is the integration of four elements:

- Operationally defined and valued outcomes
- Behavioral and biomedical science
- Research-validated practices, and
- Systems change to enhance the broad quality with which all students are living/learning and reduce problem behaviors

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

CKCS serves a high poverty area. High poverty carries with it many different aspects such as poor nutrition, poor health, poor dental health, poor living environments, and often, poor attitude of parents toward education based on negative experiences they may have had in school. It is hard enough to help a middle class student see how an education can help them in the future; but it is even more difficult to get a hungry child to see how school is going to help him in the future when he hasn't slept in two or three nights because the electricity or gas is turned off.

Although CKCS is located in Little Rock, our students have little or not opportunity for cultural or enrichment opportunities for students. Because of the high poverty rate, students often have limited access to technology at home. If there is a computer in the home, many cannot afford to have access to internet capabilities.

The implementation of the transformational model at CKCS will include a social worker/community liaison to provide a level of support the students have never had. The school will hire math and literacy interventionists to work with those students who require extra time or assistance in order to achieve academic achievement and/or grade level proficiency. The school technology coordinator will help implement, manage, and maintain additional technology and provide technology training to the faculty, staff, and students.

The transformation model will include job-embedded, relevant, research-based, professional development designed to assist teachers help students become proficient learners who are ready to move to the high school level with little or no remediation. Teachers will receive intensive training on how to analyze data and how to use it to drive their instruction and assessments. Teachers will receive intensive training and modeling in the classrooms on differentiated instruction, multiple intelligences, and a continuous support model based on Marzano's high yield strategies provided by consultants from Educators Consulting Services. Training and assistance will be provided to teachers in creating units of study that include pre- and post-assessments, multiple opportunities for writing across the curriculum, and choices by students in how they learn. New technology will be embedded into the instruction in order for students to have many opportunities to interact with the technology for instruction, research, and assessments.

The growing need for mental health services over the past 6 years has become evident through the amount of disciplinary incidents during the school day. To protect instructional time from continuous interruptions due to redirecting behavior, it is imperative we look for multiple ways to keep all students engaged in the classroom.

Positive Behavior and Intervention Strategies (PBIS) training will be provided in order for faculty and staff to address disruptive behavior and/or other discipline issues that occur in the classrooms. If teachers end up spending all their time on behavior issues, no one learns. CKCS teachers do experience a lot of behavior problems in the classrooms.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each priority school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

### **Scholastic Audit**

The Scholastic Audit was reviewed extensively in Step 3 of this application. As noted in that section, many of the recommendations are still needs for Covenant Keepers as full implementation of the recommendations made have not been implemented. This is due in part to the change in leadership at the school level.

### **Technology**

A technology survey based on the NETS Standard for Teachers was conducted to determine the state of technology usage at Covenant Keepers.

### **Lesson Plans**

A review of lesson plans collected thus far this year was conducted. Lesson plans are submitted by teachers weekly. A rubric is used to score the lesson plan for objectives, guided and independent activities, instructional strategies and evidence of collaboration. Tabulation of CWT data is used to determine professional development needs and gauge teacher use of high-yield instructional strategies and student engagement.

### **OEP Survey**

Covenant Keepers partnered with the Office of Education Policy to analyze student data, comparing our students with their “matched twin”: comparing assessment data of students who have similar socio-economic and demographic characteristics.

### **NWEA Data**

Each quarter, all students are assessed in the areas of math and literacy using the NWEA MAP Assessment. Results are analyzed to determine growth from their previous assessment, and to assist teachers in determining specific areas of need. Student scores are tracked on a student data wall, which is updated quarterly after each administration of the NWEA tests in math and literacy. The data wall promotes student awareness of their proficiency level, and predicts future success on the Benchmark.

### **Educators Consulting Services**

Our external provider (ECS) models and mentors instructional staff in the effective use of data, classroom management and research-based instructional strategies, and guides professional development that enhances teacher effectiveness and student outcomes.

SECTION B, PART 2:

**B. DESCRIPTIVE INFORMATION: LEA Capacity**

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?

Covenant Keepers uses a campus-developed literacy initiative that 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 were trained during the school wide Teacher Boot Camp. The campus developed math initiative includes rubrics, models, and pacing guides aligned to the Common Core State Standards. Teachers are trained in the math initiative during the school wide Teacher Boot Camp.

2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.

The LEA has conducted many meetings to determine the needs of students and staff. There is a full commitment from the LEA, school board, staff, and stakeholders to support the Transformation Model. The leadership, faculty, and staff realize the need for improvement and the need for support from outside entities such as an External Provider, ADE, and other potential partners.

3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?

The LEA currently works with Roxie Browning, the ADE SIS support person. Ms. Browning meets regularly with the leadership team and provides recommendations and support for CKCS. The staff has completely supported her efforts in helping us work toward change and improvement for the school.

4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?

CKCS is the only school in this district and this is the first school improvement initiative of the school.

5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.

Before the commencement of the 2013-2014 school year, the principal was removed to restructure the leadership team to best serve the needs of the students by redistributing administrative responsibilities. Before taking on the role of superintendent and school director of Covenant Keepers, Dr. Valerie Tatum spent 20 years in area public schools before she set out to found her own school with the following purpose: to provide a high-quality, rigorous educational environment specifically for underserved students in southwest Little Rock. The leadership team meets frequently to make decisions about the direction of the school.

Dr. Valerie Tatum- Director

<b>Experience</b>	<b>Expertise</b>
Math and Social Studies Teacher- 27 years	Fiscal Management
School Principal- 12 years	Federal Programs
Superintendent/Director- 6 years	Curriculum Development- Math
Community Leadership	Innovative Instructional Strategies
	Rapport and Relationship Strategies with High-Risk Students

Lori Clancy- Instructional Facilitator

<b>Experience</b>	<b>Expertise</b>
English Teacher- 9 years	Curriculum Development- Literacy
District Test Coordinator- 6 years	Classroom Management
Organization of School-Wide Instructional Time: Daily/Yearly Schedule- 5 years	Rapport and Relationship Strategies with High-Risk Students
	Research and Analysis
	Innovative Instructional Strategies

Laurette Whipps- Literacy Coach

<b>Experience</b>	<b>Expertise</b>
English Teacher- 7 years	Literacy Support Strategies
Elementary Classroom Teacher- 1 year	Curriculum Development- Literacy
Literacy Interventionist- 3 years	Intensive Teacher Support and Guidance
Discipline- 1 year	Innovative Instructional Strategies

Jenna Jones- Data Coordinator

<b>Experience</b>	<b>Expertise</b>
Art and Music Teacher- 6 years	Data Analysis and Disaggregation
School Data Coordinator- 2 years	ELL Methods and Strategies
School Test Administrator- 2 years	ACSIP/PIP/Indistar Development
	Innovative Instructional Strategies

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school.

The LEA has met with representatives from the Teach For America and the Arkansas Teacher Corps to determine if they could help meet the needs for new staff at the LEA. The leadership feels that either of these entities could meet the need for highly qualified, motivated teachers for the school. It has been discussed that if at all possible, the TFA or ATC would provide bilingual teachers, as this is a great need for CKCS. Bilingual teachers would provide our ELL students with the resource to communicate in their native tongue (Spanish). With over 30% of our student population being Spanish speaking, there is a huge need to address this issue. Should the TFA or ATC not be able to provide teachers for the school, the district will advertise positions with bilingual being part of the job description. All staff will go through continuous support training and behavioral management training that will be job-embedded and is research-based.

7. Review the history of the LEA's use of state and federal funds.

**Title I** funds are used to meet the educational needs to low-achieving students in among our high-poverty population and limited-English-proficient children. The funds are also used to close the achievement gap between high and low performing students. Title I funds are also used to promote school-wide reform.

**National School Lunch Act (NSLA)** funds are used to support health initiatives and support the homeless population of our school. NSLA also supports professional development for teachers and planning learning activities based upon research and strategies for our students. We are a Provision 2 school, which means 100% of our students can receive free breakfast and lunch at school. NSLA funds provide salary for ELL instructional support, and provides funding for enrichment and assessment materials and counseling services.

Covenant Keepers was awarded a **Title I 1003(a)** grant for the 2012-2013 school year to incorporate "Club 13": an enrichment program to support student growth and achievement and to hire two instruction facilitators to provide support in literacy and math.

Due to Covenant Keepers' ELL population, we receive **ELL funds** that are used to pay the salary of a 1.0 FTE ELL coordinator, purchase ELL materials (example: English-Spanish dictionaries), and to hire interpreters for parent/teacher conferences and non-contractual events as needed.

**Title IIA** funds are used for professional development to enhance teacher practice.

8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.

For the 2014-2015 school year, the necessary funds include extended contracts, new personnel, stipends for non-contractual professional development, technology (hardware and software), purchased services, ADE SIS personnel, student educational field trips, mental health assistance and positive reinforcements, and supplies and equipment. Budget calculations include \$857,850 for Salaries and Benefits; \$783,892 for Purchased Services; \$80,300 for Materials and Supplies; and \$40,000 for Capitol Outlay.

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

### **Covenant Keepers Charter School is the only school in the LEA.**

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.

The consultation will include but will not be limited to the following:

1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.
3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.









## Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:
2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:
3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:
4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

## Step 2: Develop Profiles of Available Partners

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

### Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	N	Y	School Improvement Specialist	The ADE SIS provides support and recommendations for adequately meeting the needs of students, faculty, and staff.
Educators Consulting Services	N	Y	External Provider	This company has worked successfully with schools as an SES provider, a school improvement specialist, and an external provider. They have worked with schools in improving benchmark scores through Benchmark Bootcamps, professional development, and the Professional Learning Community Concept.
Arch Ford Education Cooperative	N	Y	PD Support	While representatives from the AFESC cannot be on our campus regularly each week, they can provide professional development opportunities for us.

Southwest Health Coalition	N	Y	Educate students about health, immunizations, etc.	Strong history of providing assistance as they can for children in the community.

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

**Restart**

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)



### Step 3: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
<b>School Performance</b>				
o All students experience low achievement/graduation	✓		✓	✓
o Select sub-groups of students experiencing low-performance		✓		
o Students experiencing low-achievement in all core subject areas	✓			✓
o Students experience low-achievement in only select subject		✓		
<b>School Capacity</b>				
o Strong existing (2 yrs or less) or readily available turnaround	✓	✓	✓	
o Evidence of pockets of strong instructional staff capacity		✓		
o Evidence of limited staff capacity	✓		✓	✓
o Evidence of negative school culture	✓		✓	✓
o History of chronic-low-achievement	✓		✓	✓
o Physical plant deficiencies				✓
o Evidence of response to prior reform efforts	✓	✓		
<b>District Capacity</b>				
o Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
o Capacity to negotiate with external partners/provides			✓	
o Ability to extend operational autonomy to school	✓		✓	
o Strong charter school law			✓	
o Experience authorizing charter schools			✓	

o Capacity to conduct rigorous charter/EMO selection process			✓	
o Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
o Strong community commitments to school	✓	✓	✓	
o Supply of external partners/providers			✓	
o Other higher performing schools in district				✓

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

2. Now answer the questions below only for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

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### The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

The LEA will hire a new principal for the 2014/15 school year effective June 1, 2014. The new principal must be highly qualified, motivated individual who is familiar with charter schools and TESS (preferably have already passed the training), and willing to work as a part of a leadership team to help improve the school. Applicants must already hold administration certification that includes grades at CKCS. The new principal must have worked with schools that have shown improvement similar to the improvement issues at CKCS. The leadership team will review applicants and interview perspective applicants.

2. How will the LEA enable the new leader to make strategic staff replacements?

The LEA will enable the new leader to make strategic staff replacements through TFA, ATC, or by application process. The new leader would work as part of the administrative team in reviewing applicants to the school.

At this point in time, we would rather retrain and mentor the majority of staff by providing them with opportunities to achieve based on the personal improvement plans or their own growth plans. We also want them to see how all instruction and assessments should be grounded in student data and how that data must be analyzed periodically.

Those teachers that continue to be resistant to this change process, will be afforded due process. The leadership will have the support and leadership perspective of the leadership team, ECS consultants, and ADE SIS. These consultants have had years of experience and will bring a new perspective to the district and new ideas including performance management, classroom management techniques, increased accountability, etc.

The principal will be afforded the opportunities to implement new ideas, plan for professional development based on data, and build a stronger staff and student body. In addition, the principal will have support in Classroom Walkthrough data. The administrative team, ECS consultants, ADE SIS, and the educational co-op employees have been certified to conduct CWT's. Through this extensive support, the quality of instruction will increase as data is used to provide future professional development or make the necessary changes in instruction to improve student learning.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

There are limitations to the transformation model in that you may still be dealing with the same people you have been dealing with in the past. However, these same people can be made aware that change is imminent and that could be a good thing. The external provider brings a dimension that hasn't been available before. There is now a very strong leadership support for change. Change and support has to begin at the top and we finally have the "top in place". With the hiring of a new school principal it is a perfect time to implement a change process. Additionally, we have other administrative leadership that is open to these changes.

In addition, current staff and leadership are ready to establish a more streamlined system of data collection and efforts toward data driven professional development and instructional strategies based on that data. Data from the Classroom Walk Through instrument will be used more emphatically to determine professional development needs and classroom instructional needs.

4. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

All decision-making must become student centered. It can no longer be based on what teachers or administrators want - but what students need in order to be academically successful. When teachers and instructional leaders attend the Professional Learning Community Summit, they will come to recognize that all decisions should be based on data. All decisions made regarding the master schedule, planning periods, staffing, etc., will be made based on student needs, student achievement, and creating a learning environment where all children can learn. The external provider will help in providing assistance for a new master schedule and determining what classes may need to be double blocked, improvement plans for staff, and implementing a curriculum that includes rigor and relevance for the students. This will include full implementation of the new Common Core Standards.

There will be greater flexibility in hiring, budgeting, and the use of time in order to support the new innovations including new technology (iPads, Mimios, laptops, etc.) required in order for the transformation to be successful. The leadership team will be given more latitude to work with the external provider and the ADE specialist in order to design the type of environment that will be conducive to student achievement. Included in this latitude will be time, space, personnel, technology, and materials and supplies needed to develop the academic achievement programs, new innovative student support programs, new technology programs parent involvement programs, etc.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The new leader will be supported by having appropriate professional development provided to the staff that will support the transformational model. Through the professional development and consultation, the leader and teachers will learn how to build capacity. High expectations will be in place for students - but they will also be in place for teachers as well. Sustainability will come as a result of improving professional practices, over the long term, by confronting the pervasive culture of low expectations, and by implementing a more systemic approach to the education of the children of this school. The school will conduct regular meetings with administration and external provider consultants to keep current with what is happening and the results on a weekly basis. Leadership, faculty, staff, and students are open to making changes that can positively effect the academic achievement of the students and increase involvement of parents and community. The district will empower the school leadership to implement a collaborative planning and implementation process within the building and support them throughout the process.

The principal will have assistance in conducting CWT's, disaggregation of this data, and of student data to determine instructional changes that must be made in order to meet the needs of the students. Response to Intervention training will be provided through the PBIS training in order to meet the needs of students who are not functioning on grade level. Teachers will have help in completing lesson plans with the appropriate RtI information, differentiated instruction, and common core state standards. The district supports the model that has been proposed 100%. They are ready to provide the leader with the time, technology, and any necessary training needed to aid in the implementation of this model.

The Professional Learning Community concept will be strongly supported once the staff has received training and begins to fully understand the concept. The district supports on-going training in this concept and understands that the on-going, job-embedded professional development is key to the success of this model. Change has to begin in the classrooms with the teachers. The key to this model will be having the support staff on the campus continuously, the modeling for teachers and students, and the implementation of enrichment activities for students including increased parent involvement, mentoring, field trips, and other positive changes.

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## The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

In order to find enough teachers in the Turnaround Model, the LEA would have to resort to outside resources. This would include having to find teachers using the help of the ADE, colleges from around the state, Teach For America, and any other available resources. It would be necessary to develop an intensive recruiting campaign on a state and national level.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

The LEA has just hired a new campus administrator who has been employed at the district for less than a year, so it is not felt that this would be an issue.

3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

The LEA would provide high quality professional development in the hope that it would attract new teachers. In addition, the LEA would continue to seek potential grant funds to support high quality teaching including materials, supplies, and technology.

4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?

The District would convene a Committee that would establish criteria for determining what we would be looking for in new staff. This criteria would then be tied to interviews to all previous staff as they were reinterviewed to see if they would be rehired or not. Teachers who were not rehired would be notified before contracts were issued according to state/district guidelines.

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

N/A

6. What supports will be provided to staff selected for re-assignment to other schools?

No other schools in district

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

No surplus staff would be retained since there are no additional schools in district.

8. What is the LEA's own capacity to conduct and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

The district would rely on a transition specialist and external provider to help conduct a turnaround model. The district would rely on external providers, school improvement specialists, and intensive professional development if the turnaround model were to be selected.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

The district needs to establish on-site, school-level improvement teams that would include external providers, administration, teaching staff, transition specialist, parents, students, and community members. The district will work to ensure that restructuring options will reflect the strengths and weaknesses of the school. The district also works to ensure that all resources available to ensure success are incorporated.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

A school improvement team would be established to study and determine the strategies included in the turnaround model. They would be responsible for sharing an understanding, of the processes of establishing, practices, and policies of the model with the rest of the school. The team would be charged with the responsibility of creating a letter to summarize the key points of the model with the entire staff, students, and parents.

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## The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

The District will not be establishing this model, as we are the only school in our LEA. As a charter school, we cannot “restart” as a charter school. Charter laws do not allow the restart model to support school improvement efforts.

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
  
7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?
  
8. What assistance will the LEA need from the SEA?
  
9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?
  
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

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## School Closure Model

1. What are the metrics to identify schools to be closed?

The District will not be establishing this model, as we are the only school in our LEA.

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
  
8. What supports will be provided to recipient schools if current staff members are reassigned?
  
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
  
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
  
11. How will the LEA track student progress in the recipient schools?
  
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
  
13. How does school closure fit within the LEA's overall reform efforts?

Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	The District will look to the SEA for continued technical support in implementing the 1003g grant. The LEA will continue to seek PD opportunities from the SEA such as Literacy Lab.
Local Education Agency	Provide technical assistance with CWT's; professional development as needed; data support.
Internal Partner (LEA staff)	Provide all necessary staff, time, and resources to ensure the success of the new principal, external provider, ADE support personnel and the implementation of the Transformation Model.
Lead Partner	The school will not be taken over by outside management.
Arkansas Teacher Corps	Dr. Gary Ritter and Mr. Benton Brown will provide professional development and teacher recruitment services to the school.
Support Partner	While the school will not be taken over by outside management, Educators Consulting Services consultants will serve as the external provider. They will provide the support necessary for the implementation of the Transformation Model.
Support Partner	Arch Ford Educational Service Cooperative will provide professional development.
Support Partner	Southwest Health Coalition will provide health services for our families in need of services.
Support Partner	Therapeutic Family Services will provide mental health support for students in need.

Support Partner	Latino businesses and community leaders assist in outreach in the Latino community.
Support Partner	Greater Second Baptist Church assist in transportation, recruitment, and provide community outreach to our families.
Principal	(New principal): Provide leadership for staff, students, and parents. Participate in training and team meetings with external provider, ADE SIS, PLC team meetings, etc.
School Staff	The school staff will be responsible for attending professional development and implement learned strategies and begin to develop into a Professional Learning Community (including PBIS training). Increased accountability will be expected of all staff members.
Parents and Community	Help establish an environment where students want to and can achieve. Support the roles of the school and the teachers toward increasing academic achievement. Participate in their child's education and school activities.

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

#### Performance Expectations of the Transformation Model to be Implemented:

Educators Consulting Services will provide on-site technical assistance and job-embedded consultation for approximately 90 days per year. As an external provider, the services of ECS are aligned to the nine standards of the Arkansas Department of Education Scholastic Audit. Before school begins, ECS will review the master schedule and determine whether it is viable and whether any core classes should be double blocked. They will help schedule a common plan time for as many teachers as possible in order for them to meet together to plan for instruction, create common assessments, rubrics, and score and analyze student work. As the external provider, ECS will coach and mentor the instructional leaders through assisted Classroom Walk Through's (both completion and disaggregation of the instruments), instructional planning and mentoring, and facilitating professional development. The principal will be required to set aside a minimum of 30-45 minutes a day to conduct CWT's. The consultant will oversee the ACSIP plan at the building level to determine if the plan is being implemented and monitored. The external provider will be on the school campus every week and will exit with the principal and the superintendent weekly.

The external provider will play a very important part in the Transformation Model. This position can be phased out after three years of support. Once teachers have mastered the new technology over a three year course of time, they could mentor any new teachers to the district that might not be familiar with that particular technology and could troubleshoot familiar or recurring problems. After all of the staff have attended Professional Learning Community Conferences. Once the staff leadership has had a facilitator for those on-site meetings, they will learn how to conduct PLC meetings with fidelity. ECS will provide quarterly reports to the district school board.

The external provider will work with faculty and staff to create student/teacher mentor program. Each staff member will mentor a number of students throughout the year and possibly for their entire three year experience at the school. The student/teacher mentors will meet once a month in order for teachers to check with their academic achievements, their academic and personal goals, and to discuss any issues they may be having that may need referenced to the social worker. These issues may include the need for utilities, clothing, food, or any number of other issues that may be affecting the students and/or their family. The school has a large African American and ELL population that comes sometimes with a particular set of issues from high poverty. The external provider must have experience in working with these populations of students. In addition, they will work in tandem to examine the curriculum and facilitate the staff in making a smoother transition to the Common Core Standards. The ECS will work as an oversight person during the entire process.

The principal will be required to conduct daily CWT's for a minimum of 30-45 minutes a day. Part of the CWT observation will be to determine whether or not rituals and routines have been established and a required level of classroom management has been attained. Additional PD and support will be provided if the acceptable level of classroom management has not been attained. This will be monitored by the External Provider, the ADE SIS, and possibly the Arch Ford Educational Cooperative personnel. The principal will attend leadership team meetings that will be conducted weekly and disseminate the information to the entire staff. It will be the principal and administration team who share responsibility to monitor arrival and departure of all guests entering and exiting the building. The principal and administration team will be a key person in monitoring the implementation of the ACSIP plan as well.

3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?

Educators Consulting Services will serve as an external provider for CKCS for approximately 90 days each year of the grant (to be paid with 1003g and other federal funds). As an external provider, they will be responsible for working with leadership as they work to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. This will provide the principal with someone to compare and discuss what they are seeing in the classrooms. This data set will be used as the consultant helps to determine the professional development needs of individual and groups of teachers. The ECS consultant will assist the principal in making sure the ACSIP is implemented on a continual basis as written. ECS will monitor curriculum and help the leadership as they provide opportunities for staff to implement the Common Core Standards. This will be no small task, but the timing is perfect for the change. ECS will meet weekly with the principal and quarterly with district leadership (or more often if requested).

ECS will examine the master schedule to determine what changes may need to be made, classes that may need to be double blocked, etc., before school starts in the fall. The external provider will assist in creating lesson plans/units of study, facilitate meetings to work collaboratively to analyze lesson plans for authenticity, assist in developing course syllabi, facilitate meetings to analyze student work, and identify individual student strengths and weaknesses to help determine next steps for instruction. This will be an on-going process that will occur during the entire year. ECS will facilitate common team meetings in order to plan vertically and horizontally across content areas and grade configurations.

The ECS external provider will work with staff to establish a Professional Learning Community that is based on learning, teaching, and assessment data. They will assist administrators and teachers to ensure the school functions as a learning community where varied instructional strategies based on multicultural considerations are integrated into the curriculum in order to result in the reduction and eventual elimination of achievement gaps. The ECS external provider will assist the school in addressing deficiencies as identified by the Scholastic Audit conducted in 2012.

The ADE SIS will work with ECS in conducting CWT's.

The ECS external provider will provide on-site technical assistance for approximately 60 days per year. The external provider will provide assistance with new personnel such as instructional facilitators and intervention specialists (literacy and math), social worker, the mentoring program, technology support, etc. They will facilitate staff meetings and departmental meetings with the instructional facilitators.

Instructional facilitators will help facilitate Family Math, Science, Literacy, and technology nights for students and their parents. These meetings will be held quarterly and surveys will be provided to students and their parents to determine their level of participation, satisfaction, and other input. Instructional facilitators will disaggregate this data and share with all faculty and staff. Transportation will be provided for parents and students to attend the family nights and parent/teacher conferences. Many of our students come from families where both parents may work at minimum wage jobs, but share only one vehicle, therefore, transportation is an issue at the school. Literacy and math interventionists will be hired to provide intensive one on one, and small group interventions to those students who have been identified as needing interventions in order to meet academic proficiency. These will be full-time positions.

SIG Funds will also be used to hire an ELL/Family Outreach Coordinator necessitated by our growing Hispanic Population. This person will be bi-lingual and will not only work with the students at school but will coordinate activities with Hispanic parents in the community to acclimate them into the CKCS culture. This person will also coordinate activities with the Social Worker/Mental Health Coordinator.

The Social Worker/Mental Health Coordinator hire with SIG funds will be out in the community encouraging "ALL" parent to be a vital part of their child's education. This person will coordinate work to ensure attendance is not a concern, after several absences in a row, the SW/MHC will go to the home to determine a course of action. He/She will also monitor continue student discipline issues and get the parent involved when necessary. The SW/MHC will also be involved in other aspects of the student life including health, emotional, social issues, and other family issue that might hinder the student from performing at their maximum.

The current technology coordinator will be on-site in order to install, train, and provide continuous service on new technology. The technology coordinator needs to have a good working, innovative knowledge of Apple products and applications, MIMIO boards, and other computers. The school will purchase classroom sets of iPads that will be housed on iPad carts that actually serves as a charging station for the iPads. These carts can be locked and kept in the classrooms for immediate use in the instructional process. Due to the high poverty level at the school, many of our students do not have the luxury of having current technology in the home. Providing students with hands-on technology that can be utilized in any and all classrooms, it will help close the digital divide that is so prevalent. In addition, there are many programs and apps that are bilingual or in Spanish, so our non-English speaking students will be provided with better access to the curriculum. Teachers will receive training in how to implement instruction, research, etc., with these iPads in order to maximize the use of them. The iPad will engage the students of the digital generation in a way that the current practices and technology used in the classroom cannot because the students are not intellectually stimulated in the classrooms due to language barrier or in some cases low levels of motivation. The iPad will allow students to access content on the Internet and through educational applications as well as generate their own content in community-based formats. Regardless of language, students can build their own mock websites, create communication, perform research, etc., on the iPads. The interface of the mobile device with its interactive software provides visual, auditory, and kinesthetic support that will engage students in standards-based learning while allowing them to collaborate in more

effective ways as well as to research topics, vocabulary, and content with which they are unfamiliar. This technology provides students with learning styles modifications as well.

CKCS will utilize the iPads as instructional tools to enhance the standards-based, Common Core curriculum and to allow the students access to various texts, media content, and educational software applications. The current technology at CKCS needs to be updated and improved. As a school, we need to build the competencies in technologies that will be crucial to student success now and in the future. The goal will be for students to be able to manipulate the most current technology to build critical thinking and collaboration skills in literacy, math, science, and social science; to access, analyze, and evaluate a plethora of content, and to generate their own content across the curriculum while broadening and deepening their understanding of their world and interests. A 24-station mobile computer lab funded with SIG funds will be available for all teachers. This lab will allow maximum availability for the maximum number of students at any point in time, will provide student access without moving to a static computer lab. The infrastructure at the school is adequate to allow for the increased number of computers. Printers will be purchased with other Federal Funds that will interface with the iPads and/or Mobile computers in order that students can print reports, research, etc., as they work with the technology.

The MIMEO (Smart) system we will be purchasing will also allow the MIMEO to mirror the screen on the instructor's or student's iPads. Apple will provide training to several participants. Additional training will be provided and monitored by the technology coordinator. The program will be monitored by the school technology coordinator, the leadership team, and the outside consultants.

Additional technology purchased with SIG funds will include 6 document cameras and 6 LCD Projectors to be placed in the CORE classrooms to enhance instruction. Job-embedded PD will be available over multiple days to ensure the proper use and maximum benefit of all "new" and current technology. A Pre/Post technology survey based on the NETS Standards for Teachers will be administered to our staff to determine the gain in technology proficiency over time.

Accelerated Reader software and texts to accompany will be purchased from Renaissance Learning for the students (texts may be purchased from another vendor in order to get better prices for them). The Accelerated Reader makes the essential student practice component of any reading curriculum more effective. Using Accelerated Reader, this practice time is personalized to each student's individual level to ensure a high rate of success and immediately followed by feedback to motivate students and help educators target instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary. Accelerated Reader is one of the few products with studies that met the selective criteria of the "What Works Clearinghouse". This reading program by the nature of the development of the program provides differentiated instruction will allow all of our students the chance to read more text that is more interesting to them - but at the appropriate level.

The STAR Reading™ assessment, used for screening and progress-monitoring assessment—is a reliable, valid, and efficient progress-monitoring assessment of general reading achievement and reading comprehension and is the assessment portion of Accelerated Reading. STAR Reading provides accurate, nationally norm-referenced

reading scores for grades 1–12, criterion-referenced measures of students' instructional reading levels, and a way for teachers to track student growth throughout the year. STAR Reading uses computer-adaptive technology to tailor each student's test based on responses to previous items. By administering test items that are closely matched to student achievement levels, STAR Reading's reliability is enhanced and testing time is minimized. A STAR Reading assessment can be completed without teacher assistance in about 10 minutes and repeated as often as weekly for progress monitoring. The software immediately provides feedback via a variety of informative, easy-to-understand reports for teachers, administrators, and parents including skills that students need to work on. This will be a valuable tool in providing interventions for students. The literacy interventionist and facilitator will be responsible for monitoring this program.

Accelerated Math will also be purchased for the school Accelerated Math is a popular math practice program for grades K-12. The program is designed to provide teachers with a supplemental tool that allows them to create personalized math practice lessons, differentiated instruction, and to track student progress closely. The program was developed by Renaissance Learning Inc., which has several other programs closely related to the Accelerated Math program.

Accelerated Math is intended to be a supplemental educational tool. Teachers use their existing textbook for instruction and then build and create practice assignments for students to complete. Students can complete these assignments online or in paper/pencil format. Either option can give students instant feedback and provides teachers with more time for instruction as the program scores student work itself.

Accelerated Math is essentially a four-step program. First, the teacher provides instruction over a specific topic. Then the teacher creates Accelerated Math assignments for each student that parallels the instruction. The student then completes the assignment receiving immediate feedback. Finally, the teacher through careful progress monitoring can differentiate each student's instruction to build on their individual strengths and weaknesses. This program will be a perfect addition in order to provide appropriate interventions for students.

The key components of the Accelerated Math are that it is individualized based on student needs, lessons can be aligned to current instruction as well as lessons to remediate gaps a particular student may have. Challenging assignments can also be made for those students who may be advanced. Students work at an individualized pace. Students who demonstrate mastery can move on to another skill while those who may be struggling can be given the time to master the current assignment. The program allows teachers to specify the number of questions on each assignment for each student making them short, medium, or large assignments. The program is designed to determine whether or not a student has mastered a specific skill or concept. The five different types of assignments are: 1) *Practice* – Consists of multiple choice problems that check student understanding of specific learning objectives; 2) *Exercise* – A type of practice activity used to reinforce and support objectives covered in a daily lesson; 3) *Test* – A student will be allowed to take a test when they answer enough practice problems correctly; 4) *Diagnostic* – Useful when you need to identify specific areas in which a student is struggling. Also allows students to take a test on objectives without meeting the practice criteria first; and, *Extended Response* that provides students with challenging problems that promote higher order thinking skills and advanced problem

solving.

To date there have been ninety-nine research studies including eighty-nine independent studies that support the overall effectiveness of the Accelerated Math program. The consensus of these studies is that Accelerated Math is fully supported by scientifically based research. In addition, these studies concur that the Accelerated Math program is an effective tool for boosting students' mathematics achievement. The math interventionist and facilitator will be responsible for monitoring this program.

The school will implement a mentoring program for all students. Teachers will meet with a minimum number of students each month. They will discuss with their students their academic achievements, personal goals, problems they may be encountering. If a teacher feels that a student needs a referral for further services they will be referred to the on-site social worker. The social worker/community liaison will work with students and their families. If a student or their family need assistance such as clothing, food, help with utilities, etc., they will be referred to the social worker. This person will work collaboratively with community agencies that can help provide our students with additional services they may need. It will be the social worker/community liaison's responsibility to stay informed as to all available services in Little Rock that our students may be eligible for. This position will help fill a vital role that is needed at the CKCS.

#### Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

The LEA will promote working relationships in a number of ways. The funding of the 1003g grant will allow the school to provide some aspects of learning that haven't been available due to lack of funds up to this point. For example, the technology can be increased and implemented to a level that includes all students and allows for differentiation for the different ESEA groups. This includes English language learners, African American, Hispanic, Economically Disadvantaged, and Students with Disabilities. Parents will be excited to see the needs of their children being met in a number of different ways. The technology will allow us to reach out to families in a way that hasn't been available to this point. Parents will be invited to visit the school and see the technology and programs that are being offered to students. Some of the technology can be displayed for use in the parent center so parents are able to conduct job searches, look for housing, doctors, etc.

The social worker/community liaison will be a key personnel position. This person will work closely with students, families, and resources/services for those who have specific needs. The social worker will not be hidden away in an office, but will make frequent class visits, be in the hallways as classes change, occasionally have lunch in the lunch room, etc. This is a position that needs to be visible to students so they come to feel safe and confident to share any needs they may have. The social worker will be a strong advocate for increasing parent awareness and involvement and bringing the community into the school. It is anticipated that the school will have many new partnerships based on the work of the social worker.

The ADE school improvement specialist (SIS) will be on-site on a weekly basis and will help monitor the implementation of the grant. They will also serve as a member of the leadership team as they plan for each year of implementation. The ADE SIS will also be available to conduct CWT's if needed.

The external provider will be a key partner and provide several services. They will provide job-embedded, research-based professional development that includes high yield instructional strategies as identified by Bob Marzano (ASCD, 2012). The external provider will assist in the disaggregation of data and assist teachers in using this data to drive their instruction, interventions, remediation, etc. The ECS consultant will assist the principal in making sure the ACSIP is implemented on a continual basis as written. ECS will monitor curriculum and help the leadership as they provide opportunities for staff to implement the Common Core Standards. ECS will meet weekly with the principal and quarterly with district leadership (or more often if requested).

ECS will examine the master schedule to determine what changes may need to be made, classes that may need to be double blocked, etc., before school starts in the fall. The external provider will assist in creating lesson plans/units of study, facilitate meetings to work collaboratively to analyze lesson plans for authenticity, assist in developing course syllabi, facilitate meetings to analyze student work, and identify individual student strengths and weaknesses to help determine next steps for instruction. This will be an on-going process that will occur during the entire year. ECS will facilitate common team meetings in order to plan vertically and horizontally across content areas and grade configurations.

The ECS external provider will work with staff to establish a Professional Learning Community that is based on learning, teaching, and assessment data. They will assist administrators and teachers to ensure the school functions as a learning community where varied instructional strategies based on multicultural considerations are integrated into the curriculum in order to result in the reduction and eventual elimination of achievement gaps. The ECS external provider will assist the school in addressing deficiencies as identified by the Scholastic Audit conducted in 2012. Working intensely with the administration and staff in establishing curriculum, research-based strategies, establishing a strong Professional Learning Community will provide a strong building level capacity for all parties.

The LEA will begin promoting relationships by hosting a meeting at the district site with the External Provider, AFESC specialists, the ADE SIS, new personnel, teachers, parents, and community members. A plan for implementation will be outlined for all concerned stakeholders and other support partners and they will be introduced to the school improvement process. Parents, partners, and community members will have opportunities to ask questions and will be provided written materials regarding the consultants, the concept of a Professional Learning Community, the new mentoring program, and other activities that are planned throughout the upcoming months. Parents and community members will have opportunities to have experiences with the new iPad interactive classrooms. They will be introduced to the Accelerated Reader and Accelerated Math programs. It is important that parents and community members understand the new technology and instruction that will be taking place in the classrooms.

The primary purpose of the 1003g grant funds will be to build internal capacity of the district administration, staff, and community by providing appropriate professional development and supervision, and by holding all parties accountable for improvement in the achievement of Covenant Keepers Charter School students both now and in the future.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Dr. Valerie Tatum	Director			
Lori Clancy	Instructional Facilitator			
Laurette Whipps	Literacy Coach			
Jenna Jones	Classroom Teacher/Data Coordinator			
Chanslor Watson	Classroom Teacher			
Antoria Harrison	Lead Team Teacher			

Meetings

Location	Date		Location	Date
CKCS Admin Office	1/30/14		CKCS Admin Office	2/20/14
CKCS Parent Center	2/10/14			
CKCS Parent Center	2/13/14			
CKCS Parent Center	2/18/14			

## Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

SECTION B, PART 3:

**B. DESCRIPTIVE INFORMATION: Annual Goals**

Please complete the following goal and objective pages for each priority school being served.

School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

**Goal 1: *To implement a high yield instructional program including research based strategies that will engage students in their classroom activities for maximum learning.***

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. <i>Implement the ECS Continuous Support Model utilizing Marzano's High Yield Strategies for Classroom Instruction</i>	1. <i>There will be a 25% increase in utilization of Marzano's High Yield Strategies as evidenced by Classroom Walkthrough (CWT) data</i>	1. <i>The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans</i>	August 4, 2014	June 5, 2015 (ongoing)	ECS External Provider, Principal, Leadership Team
2. <i>Implement instructional strategies designed to improve student engagement in the classroom</i>	2. <i>There will be a 25% increase in student engagement as evidenced by Classroom Walkthrough (CWT) data</i>	2. <i>The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans</i>	August 4, 2014	June 5, 2015 (ongoing)	ECS External Provider, Principal, Leadership Team
3. <i>Implement a meaningful professional development program designed to improve classroom instruction</i>	3. <i>There will be a 10% increase in the number of hours of professional development opportunities offered to the staff at Covenant Keepers</i>	3. <i>Professional Development Sign-in logs and PD evaluations</i>	August 4, 2014	June 5, 2015 (ongoing)	ECS External Provider, Principal, Leadership Team
4. <i>Implement a program to increase the access and use of technology in the classroom including: iPads, apps, computers, and computer software.</i>	4. <i>There will be a 25% increase in the use of technology for classroom instruction at Covenant Keepers</i>	4. <i>Teacher lesson plans and CWT data will document the increase of technology used in instruction</i>	August 4, 2014	June 5, 2015 (ongoing)	Principal, Technology Coordinator

School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

**Goal 2: To increase student achievement in all subgroups on multiple assessment opportunities especially on the NWEA and PARCC**

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Continue to implement the <b>NWEA</b> assessment program and data analysis.	1. There will be a 5% increase on each of the NWEA quarterly Interim Assessments.	A data wall will document the quarterly progress of students based on NWEA assessments with Benchmark results as a baseline point of data	August 4, 2014	June 5, 2015 (ongoing quarterly)	
2. Fully Implement a Professional Learning Community program in Covenant Keepers based on student data sets	2. There will be a 10% increase in the number of students moving upward from each performance category within the PARCC Assessment	Results of the PARCC Assessment	August 4, 2014	June 30, 2017 (ongoing annually)	
3. Implement a strong intervention program in math and literacy	3. There will be a 10% increase in formative assessments (NWEA and/or teacher-made exams)	Results of NWEA and teacher-made assessments	August 4, 2014	May 30, 2015 (ongoing)	
4. Increase the achievement of Covenant Keepers' TAGG group	4. Meet the school's AMO for the TAGG group	Results of the PARCC Assessment	August 4, 2014	June 1, 2016	
5. Provide increased classroom instruction using technology.	5. There will be a 10% increase in assignments using technology	Teacher lesson plans will show assignments noting increased technology usage; NETS Standards for Teachers Survey	August 4, 2014	June 30, 2017 (ongoing annually)	

School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

**Goal 3: *To improve the physical/mental health and discipline for all students***

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward	Implementation Date	Target Completion Date	Person Responsible
<i>1. Reduce the number of referrals to the principal's office.</i>	<i>1. There will be a 10% month-to-month decrease in office referrals.</i>	<i>Monthly APSCN/eSchool reports</i>	<i>August 2014</i>	<i>June 2017</i>	<i>Social Worker, teacher mentor</i>
<i>2. Reduce the number of out-of-school suspensions.</i>	<i>2. There will be a 10% decrease in the number of out-of-school suspensions.</i>	<i>APSCN/eSchool reports</i>	<i>August 2014</i>	<i>June 2017</i>	<i>Nurse</i>
<i>3. Reduce the BMI levels of each student who is deemed to be obese.</i>	<i>3. There will be a 10% decrease in number of students deemed obese annually.</i>	<i>BMI report</i>	<i>August 2014</i>	<i>June 2017</i>	<i>Nurse</i>
<i>4. Increase the number of partnerships within Pulaski County's medical community.</i>	<i>4. There will be a 10% decrease in the number of students who show a critical need based on vision/hearing screenings.</i>	<i>Health/Vision screening reports</i>	<i>August 2014</i>	<i>June 2017</i>	<i>Principal, Director, Social Worker</i>

School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

**Goal 4: *To improve parent/community support and involvement in the education of the students in Covenant Keepers***

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. <i>Increase Parent/Community Involvement in Covenant Keepers</i>	1. <i>There will be a 10% increase in parent attendance at each parent teacher conference</i>	1. Parent sign-in logs from each parent teacher conference	October 15, 2014	April 15, 2015 (ongoing)	Parent Coordinator, Parent Liaison
2. <i>Increase the utilization of the school's parent center</i>	2. <i>There will be an increase of 50% in the use of the parent center by parents</i>	2. Parent sign-in logs at Parent Center	September 1, 2014	June 1, 2017 (ongoing)	Parent Coordinator, Parent Liaison
3. <i>Expand Family Math, Literacy, Science, and Technology Nights to a monthly basis with increased parent notification and participation</i>	3. <i>There will be a 10% increase in attendance at each Family Night activity</i>	3. Parent sign-in logs from Family Nights.	September 1, 2014	May 30, 2015 (ongoing)	Principal, Parent Coordinator, Parent Liaison
4. <i>Expand community partners</i>	4. <i>There will be a 50% increase in community partnerships</i>	4. Partner letters of support	September 1, 2014 (monthly)	June 1, 2017 (ongoing)	School Board Members, Director

## SECTION B, PART 4:

### B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

Describe actions the LEA has taken or will take to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

The following interventions have been designed and implemented to reach the stated goals and objectives that have been listed in this grant proposal. 1) Provide meaningful, job-embedded professional development with the support of consultant staff instructional practices to improve and increase in student achievement. 2.) Implement a viable curriculum through changes in instructional and assessment practices, modeling, and monitoring. 3) Parental/community involvement will increase through the work of the social worker/community liaison, and better utilization of the parent center. 4) Provide additional technology, technology training, and student use of the technology. 5) Provide training for all staff over the three years in implementing PLC's with fidelity and data driven decisions that affect instruction, interventions, and remediation. 6) Increased high expectation and accountability for all faculty and staff.

The school has already screened and interviewed prospective external providers. Based on their previous record of working with schools in school improvement and recommendations of other schools, we have chosen Educators Consulting Services as our external provider. By choosing a provider as part of pre-planning, we can start working with them as soon as we are funded and everyone is up to date on the process of implementing the model. As an external provider, ECS performs services that are correlated to all nine of the content standards as indicated in the Scholastic Audit and to the ACSIP plan. They have successfully worked in other priority schools in successfully implementing the transformation model and bringing about positive change.

The external provider will work with the new principal to improve leadership at that level. The principal will be new to the school and will require added support. ECS will work with leadership to ensure the mission of the school is being met on all levels and work with them to implement a transformation leadership framework; allowing the leader to motivate and inspire employees when facing a challenge or change in direction. They will assist the principal in ensuring effective and varied instructional strategies are routinely implemented in all classrooms.

ECS will assist with alternative scheduling options as needed in order to make efficient use of instructional time to maximize student learning. This will take place each summer before the fall semester actually starts. The consultant will work with the principal to review intended curriculum versus the actual or taught curriculum as they help to monitor lesson plans, conduct CWT's, review curriculum alignment and the total instructional alignment process. The consultant will also work with teachers to determine appropriate point-in-time intervention versus remediation for students (RtI). As the consultant works with the principal in reviewing aspects of CWT's, evaluations, lesson plans, data, student needs, etc., they will make recommendations for professional development. PD recommendations may be made for teachers with individual growth plans, small groups of teachers, or the entire staff depending on the needs.

The school will work the Arch Ford Educational Services Cooperative as they will provide technical assistance in the form of professional development.

A mentoring program will be established for all students. This program will be implemented in September of 2014. Each teacher and administrator will become a mentor to a small group of students. Mentors will meet each month with their students to discuss academic achievement, personal goals of individual students, and any other issues students may need to discuss. Students will be asked to articulate how they think the school can improve or better meet their needs. If needs are identified by the teachers that may need extra attention or a referral, they will be referred to the on-site social worker. The social worker/community liaison will work with students and families to help provide them with resources or services they may need on a short-term or long-term basis. Through deepening relationships with students, it is anticipated that students will feel like teachers genuinely care about them and are willing to help them in all areas. This positive support will encourage academic achievement and good classroom behavior.

Accelerated Reader will be added to the curriculum as a tool that can be used to pre- interim-, and post-assess student reading levels and to encourage and motivate students to read a variety of texts based on their interest and reading levels. The Accelerated Reader program provides differentiated instruction because students are reading, processing, comprehending, and assessing on their individual levels of reading regardless of whether that is below level or above level. This program will add a level of intervention to the literacy needs of students as well. The text that will be purchased to accompany the AR will provide a huge contribution to the much needed materials that are needed at the school.

Accelerated Math will be provided as a supplemental math resource for the math department. The key components of the Accelerated Math are that it is individualized based on student needs, lessons can be aligned to current instruction as well as lessons to remediate gaps a particular student may have. Challenging assignments can also be made for those students who may be advanced. Students work at an individualized pace. Students who demonstrate mastery can move on to another skill while those who may be struggling can be given the time to master the

current assignment. This math program provides differentiated instruction for students based on their individual math needs.

Throughout this School Improvement process, Covenant Keepers wants to create a comfort level for our students where they feel safe enough that if they are behind in their academic pursuits or they fall behind, that they will be offered multiple opportunities to catch up.

Instructional staff will attend a Professional Learning Community Summit during the summer months in order to better understand the philosophy of what a PLC really is. In a PLC culture, students are engaged in their learning, believe in themselves as learners, and goals set for their futures. Every student is supported effectively in order to graduate and be career ready. As a result of this philosophy and culture, higher attendance, less tardiness, and reduced discipline referrals would be experienced.

The school will receive training in the Positive Behavior Interventions and Supports (PBIS) training for all staff. The Positive Behavior Interventions and Supports Leadership Team provides training, coaching, and systems evaluation for developing a systems approach to school -wide positive, discipline in order to improve the social-emotional and academic outcomes of ALL students. The PBIS consists of a systematic approach and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors for ALL students.

Technical support visits from the external provider and the ADE specialist will provide the infrastructure for team building, creating and monitoring the PLC, and data. A leadership team will meet each week and will target data collected from CWT's. The principal will spend at least 30-45 minutes each day in classrooms conducting the CWT's and formal/informal evaluations. The principal, instructional facilitators, and consultants will look for evidence on data walls, standards-based bulletin boards, implementation of high-yield instructional strategies, the level of Bloom's Taxonomy that is being taught.

Additional professional development will be held during the summer and on scheduled days during the calendar year. The PD will be required so that the entire instructional team will be learning the same strategies and hearing the same speakers. All PD will be data-driven and based on student scores, CWT results, individual improvement plans, or other identified needs. PD will be job-embedded and research based.

A licensed social worker will be hired to work with students who have a high degree of absenteeism, tardiness, or exhibit continual behavior problems. The social worker will work with students and/or their families to link them with necessary social services as well as alternative coping skills. This person will also conduct small group sessions on teen suicide, anger management, avoidance of high risk behavior, resilience strategies, and goal setting. The social worker will also serve as a community liaison and will stay advised as to what programs and/or resources in Pulaski County and/or Little Rock that may be available for families or students.

In order to increase background experiences, educational and cultural field trips will be provided to our students. Even though they live in Little Rock, our students come from a high poverty background and are offered few or no chances to experience any of the education or cultural avenues in the area. Field trips may include going to the Clinton Library, area museums, and taking part in other educational opportunities. These field trips will cross any language barriers or socioeconomic issues as students attend and reflect on shared experiences.

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	December 19, 2013
3. Release LEA applications and guidelines for eligible applicants and technical assistance for applicants.	January 7, 2014
4. LEA application due for priority schools.	February 12, 2014
5. Application Review by ADE * Review process is on the following page.	February 17-28, 2014
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2014-2015 school year.	April 1, 2014
7. Provide technical assistance for initial grant implementation.	April 2014 – June 2014

## **ADE REVIEW PROCESS:**

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 100 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team

## **B. DESCRIPTIVE INFORMATION: Timeline**

### **YEAR ONE TIMELINE**

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority school identified in Part A of the application.

May 2014– June 2014 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May	Pre-planning of the grant. Notification of funding to all faculty, staff, external provider, and support partners. Advertise and interview, and hire for personnel as identified in grant. Meet with all involved partners regarding timeline for implementation of grant. Professional Development provided by Arkansas Teacher Corps.
June	Begin implementation of grant including PD, notifications to parents, community partners, etc. Order technology. Order and install Accelerated Reader and Accelerated Math programs.

2014-2015 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

2014-2015 School Year	
July	Leadership team begins to meet to analyze data so they can meet with teachers. Professional Development provided by Arkansas Teacher Corps as needed throughout the semester.
August	Meet with staff and analyze benchmark assessment data from the 2014 administration. Have meeting on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training. Begin the daily CWT's. Weekly visits and facilitation from the external provider and the transformation specialist. Weekly debriefing sessions with the principal by external provider. Weekly debriefing with superintendent by external provider. Collaborative teacher meetings (PLC meetings) begin. Work on ACSIP. PBIS training begins.
September	External Provider will administer perceptual data survey to students. Weekly leadership meetings. Collect data and get the Data Wall up. Weekly debriefing sessions with the principal by external provider. Weekly collaborative teacher meetings (PLC meetings) . Teacher/student mentor meetings held. On-going technology training. Continuous Support Model PD begins. Family Math, Science, Literacy Night. Implementation of Accelerated Reader and Accelerated Math programs and pre-assessments of students with each. Interventions begin. Leadership team meetings.
October	Weekly debriefing sessions with the principal by external provider. Weekly collaborative teacher meetings (PLC meetings) . MIMIO board training. Teacher/student mentor meetings held. Monitoring of Accelerated Reader and Accelerated Math programs. Interventions continue. PBIS training. Leadership team meetings.
November	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. Leadership team meetings.
December	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. PBIS training. Leadership team meetings. Interim assessments of Accelerated Reader and Math programs.

January	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings. Professional Development provided by Arkansas Teacher Corps as needed throughout the semester.
February	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings.
March	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. Hold third Family Math, Science, and Literacy Night. On-going technology training. Leadership team meetings.
April	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings.
May	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings. Review of ACSIP and documentations of changes to be made. Review progress of 1003g and plan for up-coming year of grant.
June	Review of ACSIP and documentations of changes to be made. Leadership team meetings. Review of ACSIP and documentations of changes to be made. Begin year 2 of 1003g implementation.
July	Leadership team begins to meet to analyze data so they can meet with teachers.

2015-2016 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

2015-2016 School Year	
July	Meet with staff and analyze benchmark assessment data from the 2014 administration. Have meeting on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training. Begin the daily CWT's. Weekly visits and facilitation from the external provider and the transformation specialist. Weekly debriefing sessions with the principal by external provider. Weekly debriefing with superintendent by external provider. Weekly collaborative teacher meetings begin (PLC meetings). Work on ACSIP. PBIS implementation continues. Professional Development provided by Arkansas Teacher Corps as needed throughout the semester.
August	Meet with staff and analyze benchmark assessment data from the 2015 administration. Have meeting on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training. Begin the daily CWT's. Weekly visits and facilitation from the external provider and the transformation specialist. Weekly debriefing sessions with the principal by external provider. Weekly debriefing with superintendent by external provider. Weekly collaborative teacher meetings (PLC meetings). Work on ACSIP. PBIS continues.
September	External Provider will administer perceptual data survey to students. Weekly leadership meetings. Collect data and get the Data Wall up. Weekly debriefing sessions with the principal by external provider. Weekly collaborative teacher meetings (PLC meetings). Teacher/student mentor meetings held. On-going technology training. Continuous Support Model PD begins. Family Math, Science, Literacy Night. Implementation of Accelerated Reader and Accelerated Math programs and pre-assessments of students with each. Interventions begin. Leadership team meetings.
October	Weekly debriefing sessions with the principal by external provider. Weekly collaborative teacher meetings (PLC meetings). MIMIO board training. Teacher/student mentor meetings held. Monitoring of Accelerated Reader and Accelerated Math programs. Interventions continue. PBIS training. Leadership team meetings.

November	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. Leadership team meetings.
December	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. Leadership team meetings.
January	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. PBIS training. Leadership team meetings. Interim assessments of Accelerated Reader and Math programs. Professional Development provided by Arkansas Teacher Corps as needed throughout the semester.
February	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings.
March	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. Hold third Family Math, Science, and Literacy Night. On-going technology training. Leadership team meetings.
April	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings.

May	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings. Review of ACSIP and documentations of changes to be made. Review progress of 1003g and plan for up-coming year of grant.
June	Review of ACSIP and documentations of changes to be made. Leadership team meetings. Review of ACSIP and documentations of changes to be made. Begin year 3 of 1003g implementation.
July	Leadership team begins to meet to analyze data so they can meet with teachers.

2016-2017 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

2016-2017 School Year	
July	Meet with staff and analyze benchmark assessment data from the 2014 administration. Have meeting on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training. Begin the daily CWT's. Weekly visits and facilitation from the external provider and the transformation specialist. Weekly debriefing sessions with the principal by external provider. Weekly debriefing with superintendent by external provider. Weekly collaborative teacher meetings (PLC meetings). Work on ACSIP. PBIS implementation continues. Professional Development provided by Arkansas Teacher Corps as needed throughout the semester.
August	Meet with staff and analyze benchmark assessment data from the 2015 administration. Have meeting on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training. Begin the daily CWT's. Weekly visits and facilitation from the external provider and the transformation specialist. Weekly debriefing sessions with the principal by external provider. Weekly debriefing with superintendent by external provider. Weekly collaborative teacher meetings (PLC meetings). Work on ACSIP. PBIS continues.
September	External Provider will administer perceptual data survey to students. Weekly leadership meetings. Collect data and get the Data Wall up. Weekly debriefing sessions with the principal by external provider. Weekly collaborative teacher meetings (PLC meetings). Teacher/student mentor meetings held. On-going technology training. Continuous Support Model PD begins. Family Math, Science, Literacy Night. Implementation of Accelerated Reader and Accelerated Math programs and pre-assessments of students with each. Interventions begin. Leadership team meetings.
October	Weekly debriefing sessions with the principal by external provider. Weekly collaborative teacher meetings (PLC meetings). MIMIO board training. Teacher/student mentor meetings held. Monitoring of Accelerated Reader and Accelerated Math programs. Interventions continue. PBIS training. Leadership team meetings.

November	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. Leadership team meetings.
December	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. Leadership team meetings.
January	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Hold second Family Math, Science, Literacy Night. Continuous Support Model PD. On-going technology training. PBIS training. Leadership team meetings. Interim assessments of Accelerated Reader and Math programs. Professional Development provided by Arkansas Teacher Corps as needed throughout the semester.
February	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings.
March	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. Hold third Family Math, Science, and Literacy Night. On-going technology training. Leadership team meetings.
April	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings. Plan for implementation beyond the grant period.

May	Follow-up iPad training. Weekly collaborative teacher meetings (PLC meetings). Weekly debriefing sessions with the principal by external provider. Teacher/student mentor meetings. Continuous Support Model PD. On-going technology training. Review of ACSIP and documentations of changes to be made. Leadership team meetings. Review of ACSIP and documentations of changes to be made. Review progress of 1003g and plan for up-coming year of grant.
June	Review of ACSIP and documentations of changes to be made. Leadership team meetings. Review of ACSIP and documentations of changes to be made.
July	Leadership team begins to meet to analyze data so they can meet with teachers.

SECTION B, PART 6:

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

List planning meetings the school has with departments (e.g. special education, transportation) or other schools in the LEA.

Date	Department	Attendees	
		Name	Position
2/25/14	Arkansas Dept. Of Education	Dr. Betsy Kindell	Mental Health Specialist
		Dr. Dee Cox	Service Provider
2/25/14	MITS (Medicaid in the Schools)	Tracy Starks	Coordinator
2/25/14	Arkansas Dept. of Education	Paula Smith	Statewide School Nurse
2/10/14	Arkansas Dept. of Education	Kyron Jones	School Improvement Grants
2/10/14	Arkansas Dept. of Education	Roxie Browning	School Improvement Specialist
1/30/14 2/10/14 2/25/14 2/27/14	ECS	Dr. Dee Cox	Service Provider
		Lynne Risner	Service Provider
		Dr. Pat Adcock	Service Provider

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's priority schools: and
- Implement intervention activities for each priority school it commits to serve.
- Extends the school year or day.
- Reflects a 15% limit of the grant monies awarded for the purchase and professional development concerning technology expenditures.
- Reflects a 10% limit of the grant monies awarded for the purchase of external provider supplemental services. (Arkansas Flexibility request requires all Priority Schools to have an onsite provider weekly. These funds could be used in addition to services already provided).

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years. \$100,000 of the \$2,000,000 awarded each year will be held for a state site director.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

### Pre-Implementation:

**SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.**

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model during the school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

**COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN**

All of the SIG funds an LEA uses in a priority school must be used to support the LEA’s implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school’s basic educational program.

Please check  any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				
<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				

Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning time and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround model			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
	Total for Transformation Model			

CLOSURE MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-imp			
<input type="checkbox"/>	Costs associated with parent and community outreach			
<input type="checkbox"/>	Costs for student attending new school			
	Subtotal			

Restart Model	YEAR 1		YEAR 2	YEAR 3
	Pre-imp			
<input type="checkbox"/> Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process				
<input type="checkbox"/> Enroll, within the grades it serves, any former student who wishes to attend the school.				
<input type="checkbox"/> LEA-activities designed to support implementation of the restart model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Total				

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
Select a new principal				
Assign effective teachers and leaders to lowest achieving schools				
X Recruit, place and retain staff		\$239,424	\$313,454	\$316,544
Select new staff				
Replace staff deemed ineffective				
Negotiate collective bargaining agreements				

<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model		\$150,000	\$150,000	\$150,000
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		\$68,250	\$30,250	\$30,250
<input type="checkbox"/> Implementing data collection and analysis structures				
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		\$59,940	\$59,940	\$59,940
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Parent/Community Support and Involvement		\$8,250	\$8,250	\$8,250
<input checked="" type="checkbox"/> Technology to improve instruction and student engagement		\$98,300	\$11,000	\$11,000
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Total		\$624,164	\$572,894	\$575,984

**Priority:**

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount
Total		

## **Budget Narrative:**

### Requirements

- o Must include justification of cost estimates
- o Must include description of large budget items
- o Must be aligned with the budget table
- o Must describe how funds from different sources will be utilized
- o Must address an extended school day or year
- o Must limit external provider support at 10% of the amount of grant monies awarded
- o Must limit technology and technology professional development at 15% of the grant monies awarded

Covenant Keepers Charter School SIG Grant Budget School Year 2015-2016-2017			
Narrative Description	Year 1	Year 2	Year 3
<b>I. SALARIES</b>			
IA--Personnel (List)			
1) Math Interventionist	\$40,000	\$40,500	\$41,000
2) Literacy Interventionist	\$40,000	\$40,500	\$41,000
3) Social Worker/Mental Health Coordinator	\$35,000	\$35,500	\$36,000
4) ELL/Family Outreach Coord.	\$35,000	\$35,500	\$36,000
5) Extended Contracts for all teaching staff (15 teachers) from 10 months to 11 months – Coincides with Arkansas Teacher Corp teachers' timeline		\$55,750	\$56,250
6) Tiered Teacher Performance Bonuses	\$24,000	\$24,000	\$24,000
<i>Subtotal Salaries</i>	\$174,000	\$231,750	\$234,250
IB—Stipends (Specific)			
1) Professional Development Stipend during Non-Contract time: 5 days x 15 staff x \$150/da	\$11,250	\$11,250	\$11,250
2) Off Campus Field Trips Stipend 4 days x 3 staff x \$150/da	\$1,800	\$1,800	\$1,800
<i>Subtotal Stipends</i>	\$13,050	\$13,050	\$13,050
<b>TOTAL SALARIES</b>	<b>\$187,050</b>	<b>\$244,800</b>	<b>\$247,300</b>

<b>II. FRINGE BENEFITS</b>			
IIA Total Personnel Salaries	\$174,000	\$231,750	\$234,250
IIB Total Stipends	\$13,050	\$13,050	\$13,050
<i>Total Salaries</i>	\$187,050	\$244,800	\$247,300
Fringe Benefits @ 28% of Total Salaries which includes Health/Dental Insurance	X 28%	X 28%	X 28%
<b>TOTAL FRINGE BENEFITS</b>	<b>\$52,374</b>	<b>\$68,654</b>	<b>\$69,244</b>
<b>III. PURCHASED SERVICES</b>			
IIIA Improvement of Instruction			
1) ADE SIS Personnel	\$100,000	\$100,000	\$100,000
2) External Provider (10%)	\$50,000	\$50,000	\$50,000
3) Job-Embedded Professional Development (on-campus) 9 days x \$1250/day	\$11,250	\$11,250	\$11,250
4) ECS Continuous Support Model (on campus) Observation/Modeling/Mentoring Staff Development using Marzano's High Yield Strategies: 2 consultants x 18 days x \$1250/day	\$45,000	Follow-up \$15,000	Follow-up \$15,000
5) PD: Positive Behavioral Interventions and Support (PBIS) total cost for 5 days @ \$4,000/day	\$12,000	\$4,000	\$4,000
IIIB Transportation			
1) Field Trips (Out of District): 9 trips x 2 bus x \$300/bus	\$5,400	\$5,400	\$5,400
2) Teacher reimbursement for off-			

campus PD: 3 days x 5 vehicles x 400/miles x \$0.55/mile =	\$3,300	\$3,300	\$3,300
3) Parent Math/Literacy/Science Night transportation: 9 trips x 3 buses x \$150/bus	\$5,550	\$5,550	\$5,550
<b>IIC Meals</b>			
1) Extended Day programs: 200 students x 178 days x \$1.00/meal	\$35,600	\$35,600	\$35,600
2) Field Trips (out of district): 9 trips x 80 students x \$4.00	\$2,880	\$2,880	\$2,880
3) Parent Night Refreshments: 9 nights x \$300	\$2,700	\$2,700	\$2,700
<b>IIID Field Trips (tickets/registrations)</b>			
1) 9 trips x 80 students x \$8.00	\$5,760	\$5,760	\$5,760
<b>IIIE Other Purchased Services</b>			
1) Accelerated Reader subscription	\$3,500	\$3,500	\$3,500
2) Accelerated Math subscription	\$3,500	\$3,500	\$3,500
<b>TOTAL PURCHASED SERVICES</b>	<b>\$286,440</b>	<b>\$248,440</b>	<b>\$248,440</b>
<b>IV. MATERIALS &amp; SUPPLIES</b>			
<b>IVA General Supplies</b>			
1) MS includes both consumable and non-consumable materials including: workbooks, pens/pencils, paper, printer ink, classroom books, calculators and other similar materials	\$10,000	\$10,000	\$10,000
2) Purchase Apps for iPads: 80		Add'l Apps	Add'l Apps

iPads x \$25/iPad	\$2,000	\$1,000	\$1,000
<b>IVB Low Value Equipment (&lt;\$1000)</b>			
1) iPads: 80 @ \$500 4-classroom set	\$40,000		
2) 6 Document Camera @ \$600 each	\$3,600		
3) 6 LCD projectors @ \$450 each	\$2,700		
<b>TOTAL MATERIALS &amp; SUPPLIES</b>	<b>\$58,300</b>	<b>\$11,000</b>	<b>\$11,000</b>
<b>V. CAPITOL OUTLAY (Equipment)</b>			
1) 5 MIMEO Boards @ \$2,000 each	\$10,000		
2) 24 station mobile computer lab with cart	\$30,000		
<b>TOTAL CAPITOL OUTLAY</b>	<b>\$40,000</b>		
<b>GRANT TOTAL YEAR 1</b>			
	<b>\$624,164</b>		
<b>GRANT TOTAL YEAR 2</b>			
		<b>\$572,894</b>	
<b>GRANT TOTAL YEAR 3</b>			
			<b>\$575,984</b>
<b>GRANT GRAND TOTAL (3-YEARS)</b>			
		<b>\$1,773,042</b>	

## D. ASSURANCES

### STATEMENT OF ASSURANCES

By the signature of the Superintendent of the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements. Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:
  1. Number of minutes within the school year;
  2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  3. Dropout rate;
  4. Student attendance rate;
  5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  6. Discipline incidents,
  7. Truants,
  8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
  9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funding, and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

**E. WAIVERS:** If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Applicants must indicate which, if any, of the waivers below it intends to implement

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

LEA Application Checklist  
( Copy and complete a separate checklist for each school applying.)

School Name: Covenant Keepers Charter School

LEA #: 6044702

SECTION A, Part 1                      General Information  
    LEA Contact Information and Certification

SECTION A, Part 2                      Schools to be Served  
    Selection of Identified Schools  
  
    Identification of Intervention Models

SECTION B, PART 1                      Needs Assessment  
    Develop a Profile of the School's Context  
  
\_\_\_\_\_    Develop a Profile of the School's Performance

SECTION B, PART 2                      LEA Capacities  
    Selecting the Intervention Model and Partners for a Low-Achieving School  
  
    Develop Profiles of Available Partners  
  
    Determine Best-Fit Model and Partners  
  
    Define Roles and Develop Contracts  
  
    Forge Working Relationships  
  
    Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

Signature Page (page 2 in the application is to be mailed)

School Board Minutes Showing Approval of SIG 1003(g) Application

Principal's Professional Growth Plan

## Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

<http://www2.ed.gov/programs/sif/faq.html>

<<http://www.centerii.org>>.

<http://www.centeroninstruction.org>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID) <[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

## Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association Adolescent Literacy focus

[http://www.reading.org/resources/issues/focus\\_adolescent.html](http://www.reading.org/resources/issues/focus_adolescent.html)

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitResearchBrief.pdf>

The Leader in Me by Stephen R. Covey

How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time

[www.TheLeaderinMeBook.com](http://www.TheLeaderinMeBook.com)

Council of Chief State School Officers Adolescent Literacy toolkit available at

[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)

Content Area Literacy Guide available at

[http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE\\_FINAL.pdf](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf)

Appalachia Regional Comprehensive Center (ARCC)

Adolescent Literacy toolkit available at

<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at

<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>