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School Plan

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BRYANT ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The staff of Bryant Elementary believes that all students can learn. We are committed to providing the opportunity for each student to achieve their highest academic potential in a safe, educationally stimulating learning environment.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: SI_M

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Goal: All students, including students in the Targeted Achievement Gap Group (TAGG) will improve Measurement and Data Analysis mathematics skills in order to meet State minimum requirements for Annual Measurable Objectives (AMO).

Priority 1: Literacy

1. Kindergarten: The Qualls Early Learning Inventory is used to determine students who are in need of remediation upon entering Kindergarten. In August 2012, the following data points were determined: *Oral Communication: 54% Developing & 41% Developed *Written Language: 43% Developing & 55% Developed The Qualls Early Learning Inventory is used to determine students who are in need of remediation upon entering Kindergarten. In August 2011, the following data points were determined: *Oral Communication: 97.6% Developing or Developed *Written Language: 93.6% Developing or Developed In April 2011, 84.3% of our 191 kindergarten students tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Words- auditory and picture cues: *73% of our 23 African American students, *71.5% of our 7 Hispanic student, *87.3% of our 157 Caucasian students, *81.3% of our 91 Socio Eco. Deprived students, *66.7% of our 3 ELL student, *72.7% of our 21 Students with Disabilities.
2. First Grade: In April 2013, 57% of our 96 first graders scored at or above the National Percentile on the Reading Portion of the ITBS with the lowest area being Reading Comprehension-Factual Understanding. The following groups scored at or above the National Percentile as indicated below: *48% of our 50 Economically Disadvantage, *31% of our 6 Limited English Proficient (LEP), *14% of our 8 Students with Disabilities (IEP). In April 2012, 51% of our 174 first graders scored at or above the National Percentile on the Reading Portion of the ITBS exam. Individual student scores were used to determine students placed on an AIP/IRI. The following groups scored at or above the National Percentile as indicated below:

*35.2% of our 88 Economically Disadvantaged, *66.6% of our 3 Limited English Proficient (LEP), *22% of our 18 Students with Disabilities (IEP). In April 2011, 55.4% of our 178 first graders tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Comprehension-factual understanding, inference and interpretation: *33.3% of our 18 African American students, *44.5% of our 18 Hispanic student, *59.7% of our 134 Caucasian students, *40.9% of our 88 Socio Eco. Deprived students, *28.6% of our 7 ELL student, *7.3% of our 18 Students with Disabilities.

Supporting
Data:

3. Second Grade: In April 2013, 58% of our 75 second graders scored at or above the National Percentile on the Reading Portion of the ITBS with the lowest area being Story Comprehension-Inference and Interpretation. The following groups scored at or above the National Percentile as indicated below: *40% of our 31 Economically Disadvantage, *60% of our 2 Limited English Proficient (LEP), *0% of our 7 Students with Disabilities (IEP). In April 2012, 65% of our 161 second graders tested scored at or above the National Percentile on the Reading Portion of the ITBS exam. Individual student scores were used to determine students placed on an AIP/IRI. The following groups scored at or above the National Percentile as indicated below: *42.85% of our 84 Economically Disadvantaged, *28.57% of our 7 Limited English Proficient (LEP), *23.5% of our 17 Students with Disabilities (IEP). In April 2011, 60.6% of our 165 second graders tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Comprehension- factual understanding, inference and interpretation: *58.3% of our 12 African American students, *25% of our 16 Hispanic student, *65.7% of our 134 Caucasian students, *57.9% of our 73 Socio Eco. Deprived students, *0% of our 6 ELL students, *4.5% of our 16 Students with Disabilities.
4. Third Grade: In April 2013, 85% of our 96 third graders scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Reading-Practical Passage: *50% of our 10 Students with Disabilities (IEP). *50% of our 4 Limited English Proficient (LEP). *74% of our 50 Economically Disadvantaged. In April 2012, 87% of our 169 third graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Reading-Open Response: *47% of our 19 Students with Disabilities (IEP). *80% of our 5 Limited English Proficient (LEP). *84% of our 75 Economically Disadvantaged. In April 2011, 82% of our 159 third graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading-Practical (sequencing and summarizing): *73% of our 80 Economically Disadvantaged. *40% of our 5 Limited English Proficient (LEP). *25% of our 12 Students with Disabilities (IEP).
5. Fourth Grade: In April 2013, 92% of our 83 fourth graders scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Reading-Practical Passage: *57% of our 7 Students with Disabilities (IEP). *67% of our 3 Limited English Proficient (LEP). *90% of our 32 Economically Disadvantaged. In April 2012, 85% of our 159 fourth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Reading-Open Response Practical and Writing-Multiple Choice, Open Response(content and style): *44% of our 16 Students with Disabilities (IEP). *50% of our 4 Limited English Proficient (LEP). *79% of our 77 Economically Disadvantaged. In April 2011, 87% of our 158 fourth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading-Content (compare/contrast and comparing two sources): *77% of our 72 Economically Disadvantaged. *50% of our 2 Limited English Proficient (LEP). *31% of our 13 Students with Disabilities (IEP).
6. Fifth Grade: In April 2013, 92% of our 81 fifth graders scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Reading-Practical Passage: *50% of our 10 Students with Disabilities (IEP). *100% of our 3 Limited English Proficient (LEP). *92% of our 35 Economically Disadvantaged. In April 2012, 88% of our 166 fifth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Reading-Open Response Literary and Content and Writing-Multiple Choice: *24% of our 17 Students with Disabilities (IEP). *50% of our 2 Limited English Proficient (LEP). *85% of our 73 Economically Disadvantaged. In April 2011, 79% of our 163 fifth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Open Response question types: *73% of our 84 Economically Disadvantaged. *60% of our 10 Limited English Proficient (LEP). *21% of our 90 Students with Disabilities (IEP).
7. Attendance Rates: In 2011-2012, our attendance rate was 95.31% In 2010-2011, our attendance rate was 94.55%. In 2009-2010, our attendance rate was 95.44%.

Goal Students will demonstrate literary growth in the area of Reading - Practical Passage on the Benchmark Exam.

Benchmark In 2012-2013, 88.76% of third, fourth, and fifth grade students scored proficient or advanced on the Literacy portion of the Benchmark exam. This percentage was above the 2013 Performance Annual Measurement Objective (AMO) goal of 85.93% meaning Bryant Elementary is categorized as an Achieving school in the area of Literacy. By the end of the 2013-2014 school year, 87.34% of our third, fourth, and fifth grade students will score the minimum state requirement in Literacy on the Benchmark Exam in order to meet 2014 Performance AMO.

Intervention: Implement state initiated balanced literacy approach to improve student achievement.

Scientific Based Research: Lobron, Alison., & Selman, Robert. (2007). The interdependence of social awareness and literacy instruction. International Reading Association. pp. 528-537. Fountas & Pinnell. (2010). Research Base for Guided Reading as an Instructional Approach. Retrieved from:www.scholastic.com/guidedreading. Calkins, Lucy., Ehrenworth, Mary., & Lehman, Christopher. (2012). Pathways to the Common Core. Accelerating Achievement. Portsmouth, NH:Heinemann. Fisher, Douglas., Frey, Nancy., & Lapp, Diane. (2012). Teaching Students to Read Like Detectives. Bloomington, IN: Solutions Tree Press. Fisher, Douglas., Frey, Nancy., & Lapp, Diane. (2012). Text complexity: Raising rigor in reading. Newark, DE: International Reading Association. DuFour, Richard., Eaker, Robert. (1998). Professional Learning Communities at Work. Best Practices for Enhancing Student Achievement. Alexandria, Virginia: Association for Supervision and Curriculum Development. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press. Common Core State Standards Initiative. (2012). Appendix A: Research Supporting Key Elements of the Standards.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers, including special education teachers, will continue to implement and review the effectiveness of instructional strategies, programs, and technologies used within state initiated balanced literacy instruction. Such instructional strategies include: Double-blocking, co-teaching classrooms, visiting model classrooms, and professional development with the Literacy Specialist. Programs include: Early Literacy Learning in Arkansas (ELLA), Effective Literacy, Literacy Lab, Reading and Writing Workshop, Benchmark Phonics, Lucy Calkins Units for Writing, Common Core Writing Book, Explorations in Nonfiction Writing. Technologies include: Equipment, software, subscriptions, and capital outlay to include: Redcat sound systems, Compass, Renaissance Learning (STAR Testing/Accelerated Reader), tablet computers, digital streaming devices, Promethean Boards & Components, Promethean ActivExpressions, Document Cameras, Mobile Computer labs, DVD/VCR players, and device applications. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dean Burbank, Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention on students, to include special education students, will be evaluated by monitoring student progress in literacy through formative assessments (standards-based report card, Interim Assessments, & Progress Monitoring) and summative assessments (Benchmark Exam), as well as informal and formal communication with teachers and parents.</p>	<p>Dean Burbank, Principal, Angela Mask, Assistant Principal, & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Conduct Professional Learning Community Meetings (PLC) to review curriculum expectations, data analysis from assessments, evaluation of current curriculum standards, and formation of common formative assessments. Effectiveness of these meetings will be determined through teacher feedback, administrative classroom observations, and overall student achievement in literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Dean Burbank, Principal & Angela Mask, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>This intervention will be reviewed and evaluated by principal classroom walk-throughs, classroom evaluations, documentation from Professional Learning Community Meetings (PLC), and analysis of the virtual Student Data Assessment Wall. Analysis of 2012-2013 Benchmark Exam data showed Bryant Elementary is Achieving in Literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dean Burbank, Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire a .099 Parent Center Coordinator (Katie Brooks). This position, which is in addition to required district parental coordinator positions will provide services at building level to encourage parental involvement in their child's education. The required 1% Title I allocation for parental involvement will include salaries, benefits, materials, and supplies, for the welfare of all students in the district. In addition, the Parental Involvement Coordinator will provide parent communication through e-mails, flyers, newsletters, and help us create instructional materials for parents to use with their children. The Parental Involvement Coordinator will also research ideas for parental involvement and act as a resource for parents. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	<p>Dean Burbank, Principal & ???, Parent Center Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$198.00 Title I - Employee Salaries: \$2081.00 Title I - Employee Benefits: \$651.00 ACTION BUDGET: \$2930</p>
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for supplemental classroom materials and supplies for RTI and PARCC, implement a summer school program, provide a Before/After School Tutoring Program (approx. 2</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>NSLA (State-281) - Capital Outlay: NSLA \$2000.00</p>

<p>teachers, 1 hour per day, 3 days per week for 24 weeks), hire a .066 School Social Worker (Lisa McNeely), and a 1.00 fte Literacy Specialist. Included in this budget will be salaries, benefits, materials and supplies, (aligned to the AR Frameworks), registration, travel, transportation and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups. NSLA funds will also provide materials and supplies and capital outlay (laptop computer) for a Literacy Instructional Facilitator . Action Type: Alignment Action Type: Equity</p>				<p>(State-281) - \$11832.00 Purchased Services: NSLA (State-281) - \$8033.00 & Supplies: NSLA (State-281) - \$29086.30 Employee Benefits: NSLA (State-281) - \$119989.00 Employee Salaries: <hr/>ACTION BUDGET: \$170940.3</p>
<p>Title I funds will be used school-wide to purchase general materials, supplies, subscriptions, capital outlay, and technologies to support instruction including: reading materials, manipulatives, Redcat sound systems, Earobics, Accelerated Reader, STAR Testing, Compass, The Learning Institute Portal, portable media players, tablet computers, student laptops, Promethean boards (and components), mobile computer labs, DVD/VCR players, digital media streaming devices, and device applications necessary to support instructional programs that are aligned with the Common Core Standards. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Dean Burbank, Principal, & Angela Mask, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers 	<p>Title I - Capital Outlay: \$5000.00 Title I - Materials & Supplies: \$21267.05 <hr/>ACTION BUDGET: \$26267.05</p>
<p>Teachers, including special education teachers, faculty members, and administrative staff will attend professional development opportunities that align with curriculum and school goals. Opportunities will be provided through Professional Learning Community Meetings (PLC), model classroom visits, district, state, and/or national workshops. These trainings will be aligned with Common Core Standards and other mandated curriculum standards. Title 1 funds may be used for substitutes, fees, travel expenses, materials, etc. associated with these training opportunities. Action Type: Professional Development</p>	<p>Dean Burbank, Principal & Pam Kenney</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p><hr/>ACTION BUDGET: \$</p>
<p>In conjunction with the math priority, all instruction comes from highly qualified teachers. Opportunities for team building, staff support, and encouragement will be in place to encourage recruitment of quality staff as well as to maintain effective, highly</p>	<p>Dean Burbank, Principal & Angela Mask, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p><hr/>ACTION BUDGET: \$</p>

qualified staff members.				
Total Budget:				\$200137.35
Intervention: Implement academic interventions to address student weaknesses in literacy.				
<p>Scientific Based Research: Massey, Dixie D. (2007). The Discovery Channel said so and other barriers to comprehension. International Reading Association. The Reading Teacher. Vol. 60, No. 7. pp. 656-666. Howard, Mary. (2009). RTI from all sides. What every teacher needs to know. Portsmouth, NH:Heinemann. Fielding, Lynn., Kerr, Nancy., & Rosier, Paul. (2007). Annual Growth for All Students, Catch-Up Growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press. Common Core State Standards Initiative. (2012). Appendix A: Research Supporting Key Elements of the Standards. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Karhanek, Gayle. (2004). Whatever It Takes. How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN:National Educational Service.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Conduct collegial curriculum alignment planning through Professional Learning Community (PLC) meetings. Such meetings will include discussions concerning student strengths and weaknesses in understanding of Common Core Standards. These meetings will also contain analysis of student progress as a means of evaluating curriculum and teaching practices to improve overall student achievement and decrease discrepancies in student performance.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Dean Burbank, Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Obtain feedback from teachers, including special education teachers, on the effectiveness of literacy interventions during quarterly Roundtable meetings. The effectiveness of these interventions will be determined by formative assessments (standards-based report card, Interim Assessments, & Progress Monitoring) and summative assessments (Benchmark Exam). This information will be available for review through the use of the virtual Student Assessment Data Wall. Teachers will input Progress Monitoring (PM) results when PM takes place. Administrators and learning specialist will have access to this material in a timely manner.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Dean Burbank, Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Faculty will administer DIBELS Assessment in grades K-5 at the beginning, middle, and end of the school year. These assessments will be used to monitor growth of all students, serve as a basis for literacy interventions, and aide in the reduction of achievement disparities between student subgroups. Data gathered from these assessments will be placed on the virtual Student Assessment Data Wall which will be available for teachers, administrators, and specialists.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Angela Mask, Assistant Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	<p>ACTION BUDGET: \$</p>
<p>Interim Assessments will be administered to all students in grades 1-5 to assess and monitor students' growth in Literacy to reduce the achievement disparities between student subgroups. Data will be available through the Teaching and Learning Institute (TLI) Portal for</p>	<p>Paula Abernathy, Literacy Specialist & Lori Blackburn,</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	<p>ACTION BUDGET: \$</p>

<p>teacher review. Student scores will be included on the virtual Student Assessment Data Wall. This data may also be shared with parents during conference(s) as a means of communicating student progress. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Counselor</p>		<ul style="list-style-type: none"> • Teachers 	
<p>All students who score basic or below basic on the Benchmark Exam, ITBS, and Qualls will have an Academic Improvement Plan (AIP) and/or Individual Reading Intervention (IRI) developed to target individual student needs as well as help reduce the achievement disparities among student subgroups. Teacher observation will also be considered. Such students, as well as other students in need of remediation, will be placed in the Response to Intervention (RTI) program. Remediation will be provided by the classroom teacher or an interventionist through differentiated strategies, tutoring, small group reteaching, cooperative learning, and parent involvement in student progress. Materials, supplies, capital outlay, subscriptions, equipment, technology, and programs including Leveled Literacy Interventions K-2, When Phonics Doesn't Work, Handwriting Without Tears, Accelerated Reader, STAR Testing, Earobics, computers, hand-held devices, device applications, tablet computers, and Compass will be used as strategies to improve student achievement in Literacy. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Angela Mask, Assistant Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Teachers will refer students to the campus' RTI (Response to Intervention) Team who demonstrate an educational need in literacy or when a student's behavior consistently prevents academic achievement in the regular classroom. The RTI process is a collaborative plan to meet the student's unique needs. Progress of students in the RTI program is evaluated each quarter. Students can be brought to the Roundtable Committee for consideration during any quarter. This process ensures students in need of extra assistance are given the help they need and ensures their progress is monitored and interventions are adjusted as needed on an individual basis. The RTI program has assisted the majority of students in the program as reflected in overall school assessment data and individual student progress monitoring data. Action Type: Collaboration Action Type: Equity</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Students who are suspected of having a disability in literacy will be referred for appropriate evaluation with parental approval. Students must receive remediation instruction through the RTI model prior to recommendation for a minimum of 6 weeks. If eligible, an Individual Education Plan (IEP), designed to provide a free and appropriate public education will be developed and implemented for the student in their least restrictive setting. A full continuum of service settings will be maintained to meet diverse student needs. Students will participate in all activities with</p>	<p>Dean Burbank, Principal, Lori Blackburn, Counselor, & Stacy Barksdale, Special Education Designee</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>non-disabled peers unless their IEP indicates otherwise. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>				
<p>In accordance with Section 504 of the Rehabilitation Act of 1973, all students with disabilities will be provided necessary accommodations according to legal guidelines to ensure non-discrimination. Accommodations to decrease the impact of the disability will be implemented to reduce the disparity between sub-population groups. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Angela Mask, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Align curriculum to strengthen instruction of literacy skills.</p>				
<p>Scientific Based Research: Literacy First Process. (2007) Literacy First Comprehensive Reading Reform Process. Literacy First Research Base Alignment with Reading First. http://www.literacyfirst.com. Professional Development Institute, Inc. Mill Creek, WA. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press. Common Core State Standards Initiative. (2012). Appendix A: Research Supporting Key Elements of the Standards.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Teachers, including special education teachers, will implement and review the effectiveness of district Pacing Guides in classroom instruction. Reading and Writing Interim Assessments will be taken by all students, including special education students (with allowed modifications). Teachers, including special education teachers, and learning specialists will evaluate assessment data during Professional Learning Community (PLC) meetings to adjust instruction to strengthen areas of weakness. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Evaluate performance and standards-based assessments of all students, including special education students. Identify students not meeting proficiency standards in literacy, and utilize the resulting data to develop effective instructional strategies aligned with curriculum frameworks for reducing any disparities between subgroups. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Angela Mask, Assistant Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Conduct collegial curriculum alignment planning through Professional Learning Community (PLC) meetings which include periodic vertical alignment to consecutive grade levels. Meetings will occasionally contain professional development from the literacy specialist to ensure the curriculum presented in the classroom is aligned to district pacing guides and is being presented at the rigor desired by the district. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Dean Burbank, Principal & Paula Abernathy, Literacy Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: Mathematics

1. Kindergarten: The Qualls Early Learning Inventory is used to determine students who are in need of remediation upon entering Kindergarten. In August 2012, 29% of Kindergarteners were ranked as Developing and 67% were ranked as Developed in the area of Math Concepts. The Qualls Early Learning Inventory is used to determine students who are in need of remediation upon entering Kindergarten. In August 2011, 97.7% of Kindergarteners were ranked as Developing or Developed in the areas of Math Concepts. In April 2011, 74.3% of our 191 kindergarten students tested scored above the National Percentile Rank of 50% in math problem solving on the ITBS. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being number patterns and representations of money: *60.8% of our 23 African American students, *71.5% of our 7 Hispanic Students, *96.8% of our 157 Causasian students, *67.1% of our 91 Socio Eco. Deprived students, *66.7% of our 3 ELL students, *22.5% of our 21 Students with Disabilities.
2. First Grade: In April 2013, 63% of our 96 first graders scored at or above the National Percentile on the Reading Portion of the ITBS with the lowest area being Interpret Representation of Number. The following groups scored at or above the National Percentile as indicated below: *55% of our 50 Economically Disadvantage, *38% of our 6 Limited English Proficient (LEP), *14% of our 7 Students with Disabilities (IEP). In April 2012, 54% of our 174 first grade students tested scored at or above the National Percentile Rank on the Mathematics portion of the ITBS Exam. Individual student scores were used to determine students placed on an AIP. The following groups scored at or above the National Percentile as indicated below: *47.7% of our 88 Economically Disadvantaged, *66.6% of our 3 Limited English Proficient (LEP), *38.3% of our 18 Students with Disabilities (IEP). In April 2011, 76.9% of our 178 first grade students tested scored above the National Percentile Rank of 50% in math problem solving on the ITBS. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being interpreting representations and applying properties of numbers: *60% of our 90 Economically Disadvantaged *57.1% of our 7 Limited English Proficient (LEP) *5.3% of our 20 Students with Disabilities (IEP)
3. Second Grade: In April 2013, 65% of our 75 second graders scored at or above the National Percentile on the Reading Portion of the ITBS with the lowest area being Understanding Underlying Relationships. The following groups scored at or above the National Percentile as indicated below: *44% of our 31 Economically Disadvantage, *63% of our 2 Limited English Proficient (LEP), *14% of our 7 Students with Disabilities (IEP). In April 2012, 67% of our 161 second grade students tested scored at or above the National Percentile Rank on the Mathematics portion of the ITBS Exam. Individual student scores were used to determine students placed on an AIP. The following groups scored at or above the National Percentile as indicated below: *60.7% of our 84 Economically Disadvantaged, *42.85% of our 7 Limited English Proficient (LEP), *35.29% of our 17 Students with Disabilities (IEP). In April 2011, 72.9% of our 166 second grade students tested scored above the National Percentile Rank of 50% in math problem solving on the ITBS. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being interpreting representations of numbers and place value : *62.1% of our 74 Economically Disadvantaged *16.7% of our 6 Limited English Proficient (LEP) *7.4% of our 16 Students with Disabilities (IEP)
4. Third Grade: In April 2013, 86% of our 96 third graders scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Measurement: *70% of our 10 Students with Disabilities (IEP). *There were no LEP students for third grade. *76% of our 50 Economically Disadvantaged. In April 2012, 91% of our 169 third graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Number & Operation and Measurement. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Number & Operations and Geometry. *87% of our 75 Economically Disadvantaged *80% of our 5 Limited English Proficient (LEP) *55% of our 19 Students with Disabilities (IEP) In April 2011, 95% of our 159 third graders tested scored proficient or above on the State Benchmark test. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being Numbers and Operations-apply number theory and Geometry-coordinate grids: *91% of our 80 Economically Disadvantaged *80% of our 5 Limited English Proficient (LEP) *83% of our 12 Students with Disabilities (IEP)
5. Fourth Grade: In April 2013, 87% of our 83 fourth graders scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Measurement: *43% of our 7 Students with Disabilities (IEP). *66% of our 3 Limited English Proficient (LEP). *81% of our 32 Economically Disadvantaged. In April 2012, 84% of our 159 fourth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Algebra and Geometry. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Algebra and Geometry: *76% of our 77 Economically Disadvantaged. *75% of our

Supporting
Data:

- 4 Limited English Proficient (LEP) *57% of our 16 Students with Disabilities (IEP) In April 2011, 88% of our 158 fourth graders tested scored proficient or above on the State Benchmark test. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being Numbers and Operations-fluency and Geometry-regular/irregular polygons: *79% of our 72 Economically Disadvantaged *100% of our 2 Limited English Proficient (LEP) *46% of our 13 Students with Disabilities (IEP)
6. Fifth Grade: In April 2013, 75% of our 81 fifth graders scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Data and Probability: *50% of our 10 Students with Disabilities (IEP). *67% of our 3 Limited English Proficient (LEP). *78% of our 35 Economically Disadvantaged. In April 2012, 83% of our 166 fifth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Geometry and Data Analysis. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Geometry, Data Analysis & Probability. *78% of our 73 Economically Disadvantaged. *50% of our 2 Limited English Proficient (LEP). *18% of our 17 Students with Disabilities (IEP). In April 2011, 85% of our 163 fifth graders tested, scored proficient or above on the State Benchmark test. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being Algebra-expressions and Data Analysis - predictions: *78% of our 84 Economically Disadvantaged *70% of our 10 Limited English Proficient (LEP) *37% of our 19 Students with Disabilities (IEP)

Goal All students will demonstrate mathematical growth in the areas of Measurement and Data Analysis on the Benchmark exam.

Benchmark In 2012-2013, 83.13% of our third, fourth, and fifth grade students scored proficient or advanced on the Mathematics portion of the Benchmark Exam. This percentage was below the 2013 Performance Annual Measurement Objective (AMO) goal of 92.24% meaning Bryant Elementary is categorized as a Needs Improvement school in the area of Mathematics. By the end of the 2013-2014 school year, 93.02% of our third, fourth, and fifth grade students will score the minimum state requirement in Mathematics on the Benchmark Exam in order to meet the 2014 Performance AMO.

Intervention: Implement state initiated balanced mathematics approach to improve student achievement.				
Scientific Based Research: Franco, C., Sztajn, P., Ortigao, M. I. R. (2007). The Relation between Reform Teaching and Equity in Mathematics Education. Journal for Research in Mathematics Education 2007, Vol. 38, No. 4, 393-419. Strong, Richard., Thomas, Ed., Perini, Matthew., & Silver, Harvey. (2004). Creating a Differentiated Mathematics Classroom. Educational Leadership. Vol. 61, No.5. Carpenter, Thomas P., Fennema, Elizabeth., Franke, Megan Loef., Levi, Linda., & Empson, Susan. (1999). Children's Mathematics Cognitively Guided Instruction. Reston, VA:Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Obtain informal feedback from parents and teachers, including special education teachers, on the effectiveness of the intervention in helping students and special education students develop stronger math skills. The effectiveness of this intervention will be determined by formative assessments (standards-based report card & Interim Assessments) and summative assessments (Benchmark, and ITBS). Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
All teachers, including Special Education teachers, parents, and staff will continue to implement and review the effectiveness instructional strategies, programs, and technologies listed below. These elements will help reduce disparities between student subgroups and are aligned with Common Core Standards. Incentives will be developed to promote standardized testing and attendance. Strategies: A minimum of 80 minutes of Mathematics instruction per day, double-blocking, co-teaching classrooms, visiting model classrooms,	Dean Burbank, Principal & Angela Mask, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

<p>and professional development with the math specialist. Programs and Strategies: Reflex Math (1-5), Interim Assessments, Developing Number Concepts, Do The Math, open response strategies, Number Talks, math manipulatives, and Cognitive Guided Instruction (CGI). Technologies: Capital outlay, equipment, software, and subscriptions to include: Redcat sound systems, calculators, Reflex Math (1-5), Compass, The Learning Institute Portal, Portable Media Players, student laptops, tablet computers, Promethean Boards (and components), Promethean ActivExpressions, Promethean Devices, Mobile Computer Labs, DVD/VCR players, digital media streaming devices, and device applications. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>All teachers, including special education teachers, will receive opportunities for mathematical training pertaining to the strategies, programs, and technologies used in order to reduce the discrepancies between student performance. Such opportunities will be provided through Professional Learning Community (PLC) meetings, visiting model classrooms, and district, state, and/or national workshops. These training opportunities will be aligned with Common Core Standards. Title 1 funds may be used for substitutes, travel expenses, fees, materials, etc. associated with these trainings. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Dean Burbank, Principal & Leah Graddy, Math Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Conduct Professional Learning Community Meetings (PLC) to review curriculum expectations, data analysis from assessments, evaluation of current curriculum standards, and formation of common formative assessments. Effectiveness of these meetings will be determined through teacher feedback, administrative classroom observations, and overall student achievement in mathematics. Action Type: Alignment Action Type: Collaboration</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire one 1.00 fte Math Instructional Facilitator (Leah Graddy) to conduct professional development activities on effective instructional strategies for all teachers, including special education teachers to help reduce the achievement disparities among student subgroups and specifically address the Special</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Employee \$15560.00 Benefits: Title I - Employee \$60535.00 Salaries: <hr/> ACTION \$76095</p>

Education population which created Year 1 School Improvement. Mentoring will also be provided by these positions for teachers in need of help in this area. These positions are used for compliance with the Professional Development 10% set-aside requirement for a Title I School. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education				BUDGET:
NSLA funds will be used to pay for materials and supplies and capital outlay (laptop computer) for a Math Instructional Facilitator to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Professional Development	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	NSLA (State-281) - Capital Outlay: \$2000.00 NSLA (State-281) - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$2500
Title 1 funds will be used school-wide to purchase general materials, supplies, subscriptions, capital outlay, and technologies to support instruction in mathematics aligned with Common Core Standards. Action Type: Title I Schoolwide	Dean Burbank, Principal & Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$78595

Intervention: Implement academic interventions to address student weaknesses in mathematics.

Scientific Based Research: Burns, M.(2007). Marilyn Burns: Mental Math. Instructor, March/April 2007, 51-53. Carpenter, Thomas P., Fennema, Elizabeth., Franke, Megan Loef., Levi, Linda., & Empson, Susan. (1999). Children's Mathematics Cognitively Guided Instruction. Reston, VA:Heinemann. Howard, Mary. (2009). RTI from all sides. What every teacher needs to know. Portsmouth, NH:Heinemann. Fielding, Lynn., Kerr, Nancy., & Rosier, Paul. (2007). Annual Growth for All Students, Catch-Up Growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc. Choimsky, Paul. 2011. From acquisition to automaticity: The Reflex solution for math fact mastery. Explore Learning: Charlottesville, VA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop an Academic Improvement Plan (AIP) for students scoring below proficient on the Benchmark, ITBS, and Qualls to help reduce the achievement disparities among student subgroups. Teacher observations will also be considered. Students with an AIP will receive remediation through differentiated strategies, tutoring, small group reteaching, cooperative learning, and inform parents of student progress. Progress will be monitored with Interim Assessments in grades 1-5 and K-2 Kathy Richardson Assessment (Developing Number Concepts). Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Angela Mask, Assistant Principals & Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Obtain feedback from teachers, including special education teachers, on the effectiveness of mathematic interventions during quarterly Roundtable meetings. The effectiveness of these interventions will be determined by formative and summative assessments including observation	Dean Burbank, Principal & Leah Graddy, Math	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

and/or evidence from the Response to Intervention (RTI) process. Formative Assessments are still being developed as another measure of assessment. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Specialist			
Administer Interim Assessments in grades 1-5 to assess and monitor students' growth in mathematics and to reduce the achievement disparities between the student subgroups. Student results will be shared with parents during parent teacher conference(s) or other communication methods. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Lori Blackburn	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Conduct collegial curriculum alignment planning through weekly Professional Learning Community (PLC) meetings. Such meetings will include discussions concerning student strengths and weaknesses in understanding of Common Core Standards. These meetings will also contain analysis of student progress as a means of evaluating curriculum and teaching practices to improve overall student achievement and decrease discrepancies in student performance. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Teachers will refer students to the campus' RTI (Response to Intervention) Team who demonstrate an educational need in mathematics or when a student's behavior consistently prevents academic achievement in the regular classroom. The RTI process is a collaborative plan to meet the student's unique needs. Progress of students in the RTI program is evaluated each quarter. Students can be brought to the Roundtable Committee for consideration during any quarter. This process ensures students in need of extra assistance are given the help they need and ensures their progress is monitored and interventions are adjusted as needed on an individual basis. The RTI program has assisted the majority of students in the program as reflected in overall school assessment data. Action Type: Equity	Dean Burbank, Principal & Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Students who are suspected of having a disability in mathematics will be referred for appropriate evaluation with parental approval. Students must receive remediation instruction through the RTI model prior to recommendation for a minimum of 6 weeks. If eligible, an IEP, designed to provide a free and appropriate public education will be developed and implemented for the student in their least restrictive setting. A full continuum of service settings will be maintained to meet diverse student needs. Students will participate in all activities with non-disabled peers unless their IEP indicates otherwise. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Leah Graddy, Math Specialist; Stacy Barksdale, Special Education Designee; & Lori Blackburn, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Align curriculum to strengthen instruction of mathematics skills.				

Scientific Based Research: DuFour, Richard., Eaker, Robert. (1998). Professional Learning Communities at Work. Best Practices for Enhancing Student Achievement. Alexandria, Virginia: Association for Supervision and Curriculum Development. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers, including special education teachers, will implement and review the effectiveness of district Pacing Guides in classroom instruction. Math Interim Assessments will be taken by all students, including special education students (with allowed modifications). Teachers, including special education teachers, and learning specialists will evaluate assessment data during Professional Learning Community (PLC) meetings to adjust instruction to strengthen areas of weakness. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Angela Mask, Assistant Principal & Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Obtain informal feedback from parents and teachers, including special education teachers, on the effectiveness of math interventions. The effectiveness of these interventions will be determined by formative and summative (Benchmark and ITBS) assessments. Action Type: Parental Engagement Action Type: Program Evaluation	Dean Burbank, Principal & Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Conduct collegial curriculum alignment planning through Professional Learning Community (PLC) meetings which include periodic vertical alignment to consecutive grade levels. Meetings will occasionally contain professional development from the math specialist to ensure the curriculum presented in the classroom is aligned to district pacing guides and is being presented at the rigor desired by the district. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Wellness

Supporting Data:

- In 2012-2013, 31.33% of our K, 2, 4 Students were classified as being overweight or obese as indicated on the state BMI report. * In Kindergarten, 30.7% of males and 25.9% of females were classified as overweight or obese. * In 2nd grade, 29.1% of males and 32.1% of females were classified as overweight or obese. *In 4th grade, 34.9% of males and 35.3% of females were classified as overweight or obese.
- In 2011-2012, 32.7% of our K, 2, 4 Students were classified as being overweight or obese as indicated on the state BMI report. * In Kindergarten, 26.2% of males and 30.4% of females were classified as overweight or obese. * In 2nd grade, 34.8% of males and 26.8% of females were classified as overweight or obese. *In 4th grade, 38% of males and 40.3% of females were classified as overweight or obese.
- In 2010-11, 34.5% of our K, 2, 4 students were classified as being at risk of being overweight or obese as indicated on the state BMI report. *In Kindergarten, 30.5% of our 92 male students were classified as being at risk of being overweight or obese and 33.3% of our 87 female students were classified as being at risk of being overweight or obese. *In 2nd Grade, 36.5% of our 74 male students were classified as being at risk of being overweight or obese and 31.1% of our 74 female students were classified as being at risk of being overweight or obese. *In 4th Grade, 32.9% of our 85 male students were classified as being at risk of being overweight or obese and 44.8% of our 67 female students were classified as being at risk of being overweight or obese.

Goal

Promote student wellness through nutrition, health, and safety education, comprehensive health services, physical activity, and parental involvement.

To promote the wellness of all students, including special education students, and uphold State and

Benchmark Federal Law, we will assess Body Mass Index (BMI) of all students in Kindergarten, second, and fourth grades, provide and promote health and physical education, and continue to encourage parental involvement.

Intervention: Implement a comprehensive school health program.				
Scientific Based Research: Arkansas Act 1220 of 2003. Upton, J. (2004). Health Reform Efforts Enlists Michigan Children. http://detnews.com/2004/specialreport .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students, including special education students, will participate in 150 minutes of physical activity per week through their physical education classes and guided activity. Action Type: Wellness	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Our child nutrition program has adopted the healthy practices outlined in the USDA School Meals Initiative Recommendations. The practices include: planning and pre-analyzed menus, and purchasing food using nutritional descriptions. These steps ensure that meals presented to students meet nutritional standards and provide good quality food. Action Type: Wellness	Mary Richards, Food Service	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
All students, including special education students will receive health and safety education. Wellness will be monitored through school health services including: BMI screening, scoliosis screening, hearing & vision screening, immunization documentation, dental screenings, CPR training for staff, asthma "Open Airways" training for staff, and the Body Walk program (if schedule allows). Various lessons for students will address physical activity and healthy eating (PE Teacher); the use of tobacco, alcohol, and other drugs; bullying (Counselor); internet safety & cyberbullying (Counselor/Media Specialists); actions to promote safety and prevent unintentional injuries, violence, and suicide (Counselor). Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Tina Kilgore, Nurse, Ashley Murray, Wellness Cordinator, & Lori Blackburn, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Students will learn about healthy lifestyles through presentations by health care providers for oral health screenings, wellness and hygiene lessons by specialists and nurse practitioners. Action Type: Collaboration Action Type: Wellness	Tina Kilgore, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Parents will be informed throughout the year by the teachers and the nurse concerning health and wellness related issues such as: BMI screening, immunization updates, vision & hearing screenings, scoliosis screening, dental screening, and other pertinent information. Action Type: Parental Engagement Action Type: Wellness	Tina Kilgore, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
An advisory committee will annually review data, school surveys, and reports to determine the effectiveness of this wellness intervention. Administrative staff will also annually provide on-site review. Action Type: Program Evaluation Action Type: Wellness	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$

Total Budget:				\$0
Intervention: Implement a parent involvement program.				
Scientific Based Research: Paratore, J. & Jordan, G. (2007). Starting Out Together: A Home-School Partnership for Preschool and Beyond. The Reading Teacher, 60(7), 694-696.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers and other staff members will meet with parents to refine the School-Parent Compact. The compact will be completed in a collaborative effort by teachers, parents, and students at the beginning of each year and placed on file at the school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
The school will provide opportunities for parental involvement through collaborative school activities such as Monday Moms, Open House, PTO, parental involvement meetings, Watch Dog Dad Program, carnival, musicals, Awards of Excellence assembly, honor roll assemblies, career week activities, Book Fair, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Angela Mask, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers 	ACTION BUDGET: \$
The school and teachers will inform parents through the Bryant School District App, Parent Link, school webpage, district and campus calendars, Pinnacle Internet Viewer, PTO/campus/classroom newsletters, social media outlets, and publications in local newspapers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
The school and teachers will provide opportunities to help parents assist student learning through parental involvement meetings. The school will hold two required parent-teacher conferences, remediation/enrichment opportunities, and various other school activities. Parents will be encouraged to utilize the Parent Center as a resource to aid in their child's education. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The school will provide parents with the following: state test results, absentee/tardy information, curriculum pacing guides, informational packets, and other pertinent information. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Sharon Mitchell, BES Parent Involvement Coordinator & Lori Blackburn	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
The school will promote community wellness through collaborative efforts with the Rice Depot food program, kids clothing program, Parent Center, and ARkids/food stamp application assistance. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Lisa McNeely, and Lori Blackburn	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>The school and teachers will encourage parental decision making through the formulation and support of the PTO, PTO executive meetings, special education, 504, PLACE, LINKS meetings, kindergarten roundup, and parent-teacher conferences (Oct. 24&25/March 3), etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Dean Burbank, Principal & Angela Mask, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The school and teachers will communicate with and involve parents in the classroom and school discipline plan and provide an opportunity for the parents to express their concerns regarding their child's educational process. Guidelines for resolving parental concerns will be outlined in the student handbook. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The school will offer additional counseling support and services through the Connection Company with parental approval. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Susan Jones, Connection Company Cordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide Parental Involvement training for all teachers and all administrators according to state guidelines. This includes all special education teachers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The school will designate one certified staff member (Sharon Mitchell) to serve as a parent involvement facilitator. This staff member will coordinate with other school programs, personnel, and parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>A review of the requirements of Smart Core and course of study for graduation will be discussed with parents and students to ensure an informed understanding of the Smart Core curriculum and courses necessary for graduation will occur during CAP conferences in the spring of each child's sixth grade year and each year thereafter or upon entering the Bryant School District from another district. In addition, parent meetings such as PTO, Family Nights, and Open House will be held during the year to inform parents of the requirements of Smart Core and the courses necessary for graduation on each secondary campus. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Dean Burbank, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Title 1 funds can be used to purchase supplies, materials, incentives, and programs associated with the parental involvement program. Funds may also be used for training opportunities that align with the goals of the parental involvement program. Action Type: Parental Engagement</p>	<p>Angela Mask, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Professional Development Action Type: Title I Schoolwide				
The transition from preschool to kindergarten will be eased through preschool use of Bryant Elementary facilities and procedures. Parents and students of preschool students will become familiar with school staff and procedures through collaboration with school administration and staff in major areas such as transportation, cafeteria, discipline, and recreation. Preschool classes are included in events such as Thanksgiving lunch, book fairs, library puppet shows, and use of playground facilities. Preschool students not associated with program on BES campus are introduced to the campus, given a backpack with reading materials, and opportunities to ask district personnel questions concerning the transition to Kindergarten during Kindergarten Roundup. Action Type: Collaboration Action Type: Parental Engagement	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Public Library 	ACTION BUDGET: \$
Title 1 funds can be used to purchase supplies, materials, incentives, and programs associated with the positive behavior plan. This plan will promote positive interactions with students and parents. This action also aligns with the school mission statement by contributing to promoting good citizenship. Funds may also be used for training opportunities that align with the goals of the parental involvement program and student wellness. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide	Dean Burbank, Principal & Lori Blackburn, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: ELL and Title III funds will be used to support the goals of of the ELL Program.

- 2012-2013 AMAO Literacy- The English Language Learner’s (ELLs) performance goal was 62.89 and district ELLs scored 67.55. Math- The ELL performance goal was 73.63 and district ELL’s scored 67.63. so it was not achieved in either performance or growth. Therefore ELL math district-wide is a target improvement area.
- 2011-12 AMO Literacy- The ELLs performance goal was 59.18 and the district ELLs scored 55.47. The math target was 70.99 and ELL’s scored 60.
- 2010-11 AMO Literacy- The ELLs district wide scored as follows: K-5 math--scored 86 and target was 77.50; K-5 Literacy--scored 66.7 and target was 78.40; 6-8 math-- scored 58.7 and target was 73.41; 6-8 literacy--scored 52.5 and target was 75.70; 9-12 math--scored 50 and target was 74.45; 9-12 literacy--scored 10 and target was 75.81.

Supporting Data: Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.
Benchmark In the 2013-14 School Year the district will show an increase of 1% toward AMAO.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency. Double Blocking, Response to Intervention (RTI). Laptops, Rosetta Stone, Enchanted Learning, Vocabulary from A to Z.				
Scientific Based Research: "Content Area Reading" Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz (2011) Boston: Pearson; "Creating Literacy Instruction for All Students" Thomas Gunning (2012) Boston: Pearson; "Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers." Suzanne F. Peregoy, Owen F. Boyle (2012) New York: Addison Wesley Longman; "Contemporary Reading in Literacy Education" Marva Capello, Barbara Moss (2010) Thousand Oaks; Sage Publications, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Response to Intervention (RTI); the teachers are Double Blocking our level on ELL students in addition to the ESL pull-out program. There are scheduled ELL Team Meetings for planning and collaboration and an additional teacher was hired to reduce	Katrina Cox, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

student class size. Action Type: Equity				
English Language Development Assesment (ELDA), Language Assessment Scales (LAS), Benchmark (grades 3-5), Interim Assessments (TLI) and Nine Weeks Report Cards are used to evaluate the progress of ELL students. Action Type: Program Evaluation	Katrina Cox, ELL Coordinator & Marsha Ives	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ELL training will be provided to all content area teachers who are working with the identified students in the content area. Parental Involvement strategies specific to ELL students will be developed. Translated materials will also be provided for parents. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Katrina Cox, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
All ELL teachers received laptops, LCD projectors and document cameras. Earobics software for reading and spelling is used, along with Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, and English in a Flash. An online subscription to Enchanted Learning and Vocabulary from A to Z was purchased for teachers. Action Type: Collaboration Action Type: Technology Inclusion	Katrina Cox, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Title III funds will be used for general materials and supplies, and other necessary items to successfully implement the district ELL program to help reduce the achievement disparities among student subgroups. Funds will also be used to pay for subs, registration, and travel for professional development, salaries and benefits and purchased services for interpretation services, software (Rosetta Stone, Language Line, and Enchanted Learning A-Z), parental involvement supplies, and postage. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Katrina Cox, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	Title III - Purchased \$1144.00 Services: Title III - Materials & Supplies: \$796.00 Title III - Employee Salaries: \$277.00 Title III - Employee Benefits: \$61.00 <hr/> ACTION BUDGET: \$2278
English Language Learners (ELL) restricted categorical state funding will be used to pay for extended summer learning salaries and benefits, plus the necessary materials and supplies to support the ELL program to implement a successful program in this area to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Technology Inclusion	Katrina Cox, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ELL (State-276) - Materials & Supplies: \$291.00 ELL (State-276) - Employee Benefits: \$185.00 ELL (State-276) - Employee Salaries: \$785.00 <hr/> ACTION BUDGET: \$1261
Total Budget:				\$3539

Priority 5: Bryant Elementary is on Needs Improvement in the area of Mathematics.

Supporting Data:

1. In April 2013, 86% of our 96 third graders scored proficient or above on the Mathematics portions of the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Measurement: *70% of our 10 Students with Disabilities (IEP). *There were no LEP students for third grade. *76% of our 50 Economically Disadvantaged. In April 2012, 91% of our 169 third graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Number & Operation and Measurement. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Number & Operations and Geometry. *87% of our 75 Economically Disadvantaged, *80% of our 5 Limited English Proficient (LEP), *55% of our 19 Students with Disabilities (IEP).
2. In April 2013, 87% of our 83 fourth graders scored proficient or above on the mathematics portion of the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Measurement: *43% of our 7 Students with Disabilities (IEP). *66% of our 3 Limited English Proficient (LEP). *81% of our 32 Economically Disadvantaged. In April 2012, 84% of our 159 fourth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Algebra and Geometry. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Algebra and Geometry: *76% of our 77 Economically Disadvantaged, *75% of our 4 Limited English Proficient (LEP), *57% of our 16 Students with Disabilities (IEP).
3. In April 2013, 75% of our 81 fifth graders scored proficient or above on the mathematics portion of the State Benchmark exam. Test results indicate that the following groups (TAGG) scored proficient or above with the lowest area being Data and Probability: *50% of our 10 Students with Disabilities (IEP). *67% of our 3 Limited English Proficient (LEP). *78% of our 35 Economically Disadvantaged. In April 2012, 83% of our 166 fifth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Geometry and Data Analysis. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Geometry, Data Analysis & Probability. *78% of our 73 Economically Disadvantaged, *50% of our 2 Limited English Proficient (LEP), *18% of our 17 Students with Disabilities (IEP).

Goal All students, including students in the Targeted Achievement Gap Group (TAGG) will improve Measurement and Data Analysis mathematics skills in order to meet State minimum requirements for Annual Measurable Objectives (AMO).

Benchmark In 2012-2013, 83.13% of our third, fourth, and fifth grade students scored proficient or advanced on the Mathematics portion of the Benchmark Exam. This percentage was below the 2013 Performance Annual Measurement Objective (AMO) goal of 92.24% meaning Bryant Elementary is categorized as a Needs Improvement school in the area of Mathematics. By the end of the 2013-2014 school year, 93.02% of our third, fourth, and fifth grade students will score the minimum state requirement in Mathematics on the Benchmark Exam in order to meet the 2014 Performance AMO. Also, 76.19% of third, fourth, and fifth grade TAGG students scored proficient or advanced on the Mathematics portion of the Benchmark Exam. This percentage was below the 2013 Performance Annual Measurement (AMO) goal of 86.84% required to meet minimum state requirements. By then end of the 2013-2014 school year, 88.16% of third, fourth, and fifth grade students will score the minimum state requirement in Mathematics on the Benchmark Exam in order to meet the the 2014 Performance AMO.

Intervention: Analyze and use data from formative and summative assessments to drive instruction.

Scientific Based Research: Carlson, Deven., Borman, Geoffrey D., & Robinson, Michelle. (2011). Educational Evaluation and Policy Analysis. Retrieved from: <http://eepa.aera.net>. The Center for Comprehensive School Reform and Improvement. (2006). Using Classroom Assessment to Improve Teaching. Retrieved from: www.centerforssri.org.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Learning specialists and grades 3-5 teachers will obtain feedback from data analysis of norm reference testing to determine areas of weakness. Correlating curriculum standards that address these areas of weakness will be remediated in the classroom. Correlating curriculum standards for grades K-2 will also be determined and addressed in those grade areas to strengthen upcoming students in the identified areas of weakness. This action will be monitored through documentation of standards taught in teacher lesson plans and skills taught in Response to Intervention (RTI) and other remediation sessions will be added to student RTI	Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

folders when available. Action Type: Alignment Action Type: Collaboration				
Grades 1-5 Teachers will administer Interim Assessments throughout the year. Scores will be analyzed through the Teaching and Learning Institute (TLI) portal. Data from Interim Assessments will be used to determine progress in the areas of weakness and adjust classroom and remediation instruction accordingly. Student TLI reports concerning Interim Assessments will be shared with parents and discussed during parent teacher conferences. Action Type: Alignment Action Type: Parental Engagement	Leah Graddy, Math Specialist & Lori Blackburn, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, will receive training pertaining to Open Response mathematics question types. Cognitive Guided Instruction (CGI) will be a method of mathematics instruction used in all grade levels. Teachers, including special education teachers, will be aware of scoring guidelines for open response questioning in order to ensure classroom instruction is rigorous enough to support expectations on end of year testing. Measures to ensure a consistent rigor of instruction are being put into place through the development of formative assessments. The 2012-2013 school year will be the initial year for development of these assessments. Action Type: Alignment Action Type: Professional Development	Dean Burbank, Principal & Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement academic interventions to improve TAGG student achievement in areas of weakness.

Scientific Based Research: Howard, Mary. (2009). RTI from all sides. What every teacher needs to know. Portsmouth, NH: Heinemann. Fielding, Lynn., Kerr, Nancy., & Rosier, Paul. (2007). Annual Growth for All Students, Catch-Up Growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
TAGG students who scored in the basic or below basic range on the Benchmark Exam will receive remediation in the areas of weakness. Student Academic Improvement Plans (AIP) have been created. Remediation methods will include being placed in Tier 3 of the RTI process, Compass learning paths, and/or having after school tutoring available. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Leah Graddy, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Principals, Specialists, and Teachers will review the progress of TAGG students during quarterly Roundtable RTI meetings. Remediation needs will be adjusted as needed for individual students. Effectiveness of the remediation methods implemented will be determined by teacher and interventionist observation as well as student performance on Interim Assessments throughout the year. Action Type: Collaboration Action Type: Equity	Dean Burbank, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Training will be available for all teachers, including special education teachers, in programs and technologies used for remediation. Training opportunities may occur at the building, district,	Dean Burbank, Principal & Leah	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

state, and/or national level. Action Type: Professional Development Action Type: Technology Inclusion	Graddy, Math Specialist			
Materials, supplies, capital outlay, equipment, subscriptions, device applications, and program incentives will be purchased as needed to implement programs that target improvement in the areas of weakness. Action Type: Title I Schoolwide	Dean Burbank, Principal & Angela Mask, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amie Scoggins	Grade 2 Teacher	Math
Classroom Teacher	Amy Harris	Grade 1 Teacher	School Improvement
Classroom Teacher	Amy Kirkley	Kindergarten Teacher	Wellness
Classroom Teacher	Ashley Murray	Physical Education Teacher	Wellness
Classroom Teacher	Carley McCluskey	Grade 4 Teacher	Wellness
Classroom Teacher	Dana Hotho	Kindergarten Teacher	Title III/ELL
Classroom Teacher	Dana Lequieu	Grade 5 GT Teacher	School Improvement
Classroom Teacher	Hannah Howland	Grade 3 Teacher	Literacy
Classroom Teacher	Heather Pitman	Grade 5 Teacher	Wellness/ACSIP Committee
Classroom Teacher	Heather Stewart	Grade 2 Teacher	Title III/ELL
Classroom Teacher	Jami Novielli	LINKS (3-5)	Literacy
Classroom Teacher	Jan Patrick	Art Teacher	Math
Classroom Teacher	Jane Stacy	Kindergarten Teacher	Title III/ELL
Classroom Teacher	Jill Middlebrooks	Grade 2 Teacher	School Improvement
Classroom Teacher	Julie Bredlow	Grade 1 Teacher	Math
Classroom Teacher	Kelly Keene	Grade 3/4 GT Teacher	School Improvement/ACSIP Committee
Classroom Teacher	Krista Harrell	CBI Teacher	School Improvement
Classroom Teacher	Lark West	Library Media Specialist	Literacy/ ACSIP Chair
Classroom Teacher	Laura Frodyma	Grade 1 Teacher	Title III/ELL
Classroom Teacher	Lillian Bock	Music Teacher	Math
Classroom Teacher	Lindsey Landers	Kindergarten Teacher	Math
Classroom Teacher	Lisa Smith	Grade 1 Teacher	Literacy
Classroom Teacher	Lynn Denker	Grade 3 Teacher	Literacy
Classroom Teacher	Marjorie Davis	Grade 4 Teacher	Literacy
Classroom Teacher	MaryBeth Byars	Grade 1 Teacher	Literacy
Classroom Teacher	Michelle Cranford	Kindergarten Teacher	Literacy
Classroom Teacher	Midge Chandler	Grade 3 Teacher	Wellness
Classroom Teacher	Monica Broadway	Grade 1 Teacher	Wellness
Classroom Teacher	Pam Walker	Grade 5 Teacher	Math
Classroom Teacher	Patricia Betyo	Grade 2 Teacher	Wellness
Classroom Teacher	Phillip Dupree	ALE Teacher	Wellness
Classroom Teacher	Sharon Mitchell	Kindergarten Teacher	School Improvement
Classroom Teacher	Stacy Barksdale	Special Education Teacher	Literacy
Classroom Teacher	Sue Beck	Kindergarten Teacher	Wellness
Classroom Teacher	Tiffany Cookus	Grade 3/4 GT Teacher	Math/ACSIP Committee
Classroom Teacher	Vickie Hiblong	Grade 2 Teacher	Literacy
Classroom Teacher	Wayne Dollar	LINKS (K-2)	Math
Community Representative	Jan Sago	Classroom Teacher	Math
District-Level Professional	Leah Graddy	Math Specialist	Math
District-Level Professional	Lisa McNeely	Social Worker	Wellness

District-Level Professional	Lynn Harrison	GT Coordinator	Title III/ELL
District-Level Professional	Mary Richards	Food Services	Wellness
District-Level Professional	Susan Jones	Connections Company Coordinator	Title III/ELL
District-Level Professional	Vicki Kingston	LEA Supervisor	Title III/ELL
Non-Classroom Professional Staff	Adrienne Stephens	Secretary	Literacy
Non-Classroom Professional Staff	Angela Mask	Assistant Principal	Title III/ELL, ACSIP Committee
Non-Classroom Professional Staff	April Row	Classroom Aide	School Improvement
Non-Classroom Professional Staff	De Schimmel	Technology Aide	School Improvement
Non-Classroom Professional Staff	Ebony Scott	LINKS (3-5) Paraprofessional	Wellness
Non-Classroom Professional Staff	Karen Tucker	Paraprofessional	Literacy
Non-Classroom Professional Staff	Lawanna Allen	Classroom Aide	Wellness
Non-Classroom Professional Staff	Lori Blackburn	Counselor	Wellness
Non-Classroom Professional Staff	Marsha Ives	ESL Teacher	Title III/ELL
Non-Classroom Professional Staff	Nancy White	Paraprofessional	Literacy
Non-Classroom Professional Staff	Paige Singleton	Secretary	Wellness
Non-Classroom Professional Staff	Rita Scheckenbecher	ALE Aide	Wellness
Non-Classroom Professional Staff	Tammy Pearson	Paraprofessional	Math
Non-Classroom Professional Staff	Tina Killgore	Nurse	Wellness
Parent	Andy Babbitt	Parent	Wellness/ACSIP Committee
Parent	Sheri Maxwell	Parent	Wellness, ACSIP Committee
Principal	Dean Burbank	Principal	Title III/ELL, ACSIP Committee