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## School Plan

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### BRYANT HIGH SCHOOL

### Arkansas Comprehensive School Improvement Plan

2013-2014

Through a variety of effective instructional strategies, Bryant High School will provide opportunities for all students to grow intellectually, to be academically proficient, and to become productive members of society.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: MS

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##### Priority 1: Literacy

**Goal:** Improve student achievement in the following literary skills: Reading - practical passage, Writing - content and style domains.

##### Priority 1: Math

**Goal:** All students will improve their mathematics skills in: Linear and Non-Linear Functions; Coordinates of Geometry and Transformations; and Measurement.

##### Priority 2: Wellness

**Goal:** Promote student wellness through nutrition education and physical activity.

##### Priority 3: TITLE III/ELL

**Goal:** Provide Improvement in the Reading and Content Skills for Identified ELL students.

##### Priority 4: Needs Improvement School

**Goal:** Bryant High School will close the achievement gap in math and literacy between TAGG and non-TAGG students.

Priority 1: All students will improve Literacy skills.

- 11th Grade End of Course Literacy Exam: The trend data from 2011,2012, and 2013 shows that the general areas of weakness for Combined Population and TAGG Students for the last 3 years has been Reading - practical passage and Writing -content and style domains.
- 9th Grade ITBS and SAT 10 in Reading Comprehension

Supporting Data:

The trend data from 2011, 2012, and 2013 shows that the general areas of weakness for Combined Population, Students with Disabilities, and Limited English Proficient for the last 3 years has been open response in reading practical passages and the content and style domains in writing.

#### 3. Graduation Rate

2010 - 87.4%  
2011 - 85.07%  
2012 - 79.86%

Goal

Improve student achievement in the following literary skills: Reading - practical passage, Writing - content and style domains.

By the end of the 2013-14 school year, 78.33% of our 11th grade students must meet Annual Measurable Objective for literacy on the EOC Literacy Exam. The TAGG group must meet 64.52% Annual Measurable Objective for literacy on the EOC Literacy Exam. At the end of the 2012-13 school year, 78.19% of our 11th grade students met the Annual Measurable Objectives and 58.80% of our

Benchmark TAGG population met the Annual Measureable Objective. The trend data from 2011,2012,and 2013 shows that the general areas of weakness for Combined Population, Students with Disabilities, and Limited English Proficient for the last 3 years has been open response in reading practical passages and the content and style domains in writing.

Intervention: Curriculum Alignment Mapping				
Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Contemporary Reading in Literacy Education" Capello, Moss (2010). Crafting Expository Argument:Practical Approaches to the Writing Process for Students and Teachers, 5th edition (2012) Michael Degen Research in the Teaching of English Journal (NCTE) Vocabulary for the Common Core, R.J.Marzano & Julia Simms (2013) Educational Leadership Journal - <a href="http://www.ascd.org/publications/educational-leadership.aspx">http://www.ascd.org/publications/educational-leadership.aspx</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, will be provided training to prepare them to align and map the curriculum in Literacy both vertically and horizontally. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Karen Mitcham, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Incorporate targeted strategies into classroom instruction and assessment. Action Type: Program Evaluation	All Assistant Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Curriculum maps that include instructional pacing guides using the alignment process will be developed and implemented by all teachers, including Special Education teachers. Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education	All Assistant Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Using the standards as the basis, teachers, including Special Education teachers, will revise curriculum as needed to meet the requirements of the standards. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Vicky McGohan, English Dept. Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All teachers, including Special Education teachers, will attend a minimum of 60 hours of professional development that is designed to produce teaching and administrative knowledge and skills in their area of expertise. The purpose of the professional development is to improve student achievement and academic performance that have a focus on the areas of literacy and math. Teachers will participate in professional training, such as National Writing Project, Advanced Placement Training, Kagen Training, High Schools That Work conferences, Arkansas Department of Education, Dawson Co-op sessions, and others as necessary. Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by FORMATIVE ASSESSMENTS: classroom walkthroughs, rubrics, checklists, teacher-made tests, curriculum maps and interim assessments. SUMMATIVE ASSESSMENTS: ITBS, and ACT. Action Type: Program Evaluation	Jay Pickering, Principal and all assistant principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

Intervention: Implement Parental Involvement				
Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Classroom Instruction that works: Research-based strategies for Increasing Student Achievement" Marzano, Pickering (2004). "Contemporary Reading in Literacy Education" Capello, Moss (2010).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents are involved in developing an academic plan for their student through school Career Action Planning (CAP). CAP day is each spring for students and parents to meet at appointed times to review student credits, schedule for the upcoming year, and to address other questions or concerns parents might have. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Amy Oury, Counselor and Steve Finley, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by number of attendance at Open House and CAP Day. Action Type: Program Evaluation	Jay Pickering, Principal and all assistant principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Informational packets containing parenting books, magazines, and other informative resources regarding responsible parenting will be made available in the high school library. Parents will be informed of the availability of these materials in the informational packets and on the school web site. Provide resources through a variety of media in order to address the needs of all sub-population groups. Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Scarlett, Marcia Lenier, Rebecca Downey, Devinn Sherrill	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parental concerns can be addressed through the policy stated in the student handbook. Action Type: Parental Engagement	Jay Pickering, Principal and all assistant principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Bryant High School will hold Parental Involvement nights throughout the year. Such as Open House and 9th Grade Orientation. Action Type: Parental Engagement	Karen Scarlett, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Each office will keep a Volunteer Resource Book. Action Type: Parental Engagement	North and South Office Secretaries	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
We will meet the required number of Parent/Teacher conferences mandated by the state. Action Type: Parental Engagement	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The school will designate one certified staff member to serve as a parent involvement facilitator to coordinate with other school programs/personnel/parents to provide training for staff and parents promoting and encouraging parental involvement. Action Type: Parental Engagement Action Type: Professional Development	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

Intervention: Implement Student Academic Improvement Plan (AIP)				
Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Contemporary Reading in Literacy Education" Capello, Moss (2010). Crafting Expository Argument: Practical Approaches to the Writing Process for Students and Teachers, 5th edition (2012) Michael Degen Research in the Teaching of English Journal (NCTE) Vocabulary for the Common Core, R.J.Marzano & Julia Simms (2013) Educational Leadership Journal - <a href="http://www.ascd.org/publications/educational-leadership.aspx">http://www.ascd.org/publications/educational-leadership.aspx</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students that did not score proficient on the 11th Grade End of Course Literacy Exam will be remediated with APEX and are scheduled into a Career Action Plan(CAP)group for intensive monitoring. Students who did not score proficient on the 8th grade benchmark exam will be double-blocked in English. Class participation and periodic testing during the semester will determine student progress. Action Type: AIP/IRI	Rachel Rasburry, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by FORMATIVE ASSESSMENTS: classroom walkthroughs, rubrics, checklist, teacher made test, curriculum maps and interim assessments. SUMMATIVE ASSESSMENTS: ITBS, EOC Algebra, EOC Geometry, and ACT. Action Type: Program Evaluation	Jay Pickering, Principal and all assistant principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All English teachers, including special ed teachers, will be trained to remediate and test students that score below proficient. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	Vicky McGohan, English Dept. Chair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Establish RTI (Response To Intervention) groups to help with students who have been identified with learning and behavior needs. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Jay Pickering	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement a comprehensive balanced literacy approach for literacy and writing.				
Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Contemporary Reading in Literacy Education" Capello, Moss (2010). Crafting Expository Argument: Practical Approaches to the Writing Process for Students and Teachers, 5th edition (2012) Michael Degen Research in the Teaching of English Journal (NCTE) Vocabulary for the Common Core, R.J.Marzano & Julia Simms (2013) Educational Leadership Journal - <a href="http://www.ascd.org/publications/educational-leadership.aspx">http://www.ascd.org/publications/educational-leadership.aspx</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, will implement classroom strategies to improve student achievement in literacy in the areas of open response reading and open response writing through our CAPS program. Strategies include the following: 1) teachers will develop open response items in their content area in reading and writing 2) Read 180 for at risk targeted students during	Vicky McGohan, English Department Chair, and Kelli Fulton, Special Education	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>and after school 3) Two classroom - Critical Reading 4) One classroom - ACT Prep 5) Summarizing and Note-taking 6) APEX 7) Keystone, a career focus strategy in cooperation with Workforce Education, will be implemented as a required freshman level course to generate student interest in school. It is hoped the course will increase graduation rate. These strategies are aligned with Arkansas Frameworks and Bryant Curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>All English teachers, including Special Education English teachers, will administer Interim Assessments created by The Learning Institute four (4) times per term for grades 9-10, three (3) times for 11th grade and two (2) times for 12th. The Interim Assessments address reading comprehension and writing skills, both essay writing skills and mechanical writing skills. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Vicky McGohan, English Department Chair</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</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. Purchase APEX software for remediation for students who scored below proficient on EOC exams. Implement a Before/After School Tutoring for students who scored below proficient on EOC tests (approx. 9 teachers, 1 hour per day, 3 days per week for 24 weeks), hire a .299 fte Social Worker, and hire a .50 fte Career Counselor for identified low income students (Amy Oury). This .50 total fte position is over and above state requirements. A 1.00 fte Literacy Instructional Facilitator (Karen Mitcham) will also be hired. Included in this budget will be salaries, benefits, materials and supplies, capital outlay (laptop computer), purchased services (online ebooks), registration, travel, and other necessary materials to implement successful programs in these areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Dr. Jay Pickering, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Capital Outlay: \$5200.00 NSLA (State-281) - Purchased Services: \$1350.00 NSLA (State-281) - Materials &amp; Supplies: \$7700.00 NSLA (State-281) - Employee Benefits: \$30923.00 NSLA (State-281) - Employee Salaries: \$124119.00 ACTION BUDGET: \$169292</p>
<p>All teachers, including Special Education teachers, will employ a Teaching to Standards policy in each class in order to maintain high</p>	<p>All assistant principals</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

expectation levels for student achievement. This policy is reviewed during staff development. Action Type: Collaboration Action Type: Professional Development				
All teachers, including Special Education teachers, will attend professional development training for appropriate instructional strategies in and out of district. These strategies will include but are not limited to outside consultants, educational cooperatives, colleges and universities. Action Type: Professional Development	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by interim assessments, frequent formative assessments, classroom walkthroughs (CWT), scoring rubrics, NWEA (9th grade), NRT's and EOC's. An analysis of current data conducted by the school leadership team showed the following: CWT's showed that most teachers implemented the strategies and followed SLE's and Pacing Guides. An analysis of open response, writing and reading, showed that additional training implementation and improvement is needed. Action Type: Program Evaluation	Jay Pickering, Principal and all assistant principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
National Honor Society students will tutor students on a case by case basis when needed. Students will also go to special education teachers' class during the teacher's prep to have tests read and to get extra help on assignments. Tutoring will also be administered through APEX and Credit Recovery. Action Type: Special Education	Kelli Fulton, Special Education Department Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
A 9th grade academy, which is a small learning community environment, is designed to help improve academics, attendance, and discipline, thus improving graduation rate. Students who are not proficient are "double blocked" in literacy to incorporate their remediation into class time. Those who are not double blocked are still on a team, with core teachers having a common planning time to conference with students and parents. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Lisa McKinney, counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Keystone class is providing incoming freshmen with educational tools that will ensure a successful journey through high school. The tools include building teamwork, communications skills, time management, and creates positive habits. Students attempt experiential activities and then give a written summary of that activity. Written activities are done as a group giving the student(s) an opportunity to express their opinions and paradigms to others and listening to others	Tim Hall	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

opinions and paradigms. It is a transition class for in-coming freshmen that will help them with the difficult transition from middle school to high school. Action Type: Alignment Action Type: Collaboration Action Type: Special Education				
Establish Professional Learning Communities including special education teachers, within grade levels across the curriculum for data disaggregation and collaborative drafting of formative and summative assessments. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$169292</b>

Priority 1: All students will improve their math skills.

1. Algebra EOC

The trend data from 2011, 2012 and 2013 shows that the general areas of weakness for Combined Population and TAGG Students for the last 3 years has been open response in linear and non-linear functions

Supporting Data:

2. Geometry EOC

The trend data from 2011, 2012, and 2013 shows that the general areas of weakness for Combined Population and TAGG Students for the last 3 years has been Coordinate Geometry and Transformations, and Measurement.

Goal All students will improve their mathematics skills in: Linear and Non-Linear Functions; Coordinates of Geometry and Transformations; and Measurement.

Benchmark By the end of the 2013-14 school year, 87.87% of BHS students must meet Annual Measurable Objective for math on the EOC Algebra and Geometry Exam. The TAGG group must meet 81.3% Annual Measurable Objective for math on the EOC Algebra and Geometry Exam. At the end of the 2012-2013 school year, 82.68% of our students met the Annual Measurable Objectives and 71.63% of our TAGG population met the Annual Measureable Objective. The trend data from 2011, 2012, and 2013 shows that the general areas of weakness for Combined Population and TAGG students has been linear and non-linear functions in Algebra I and Coordinate Geometry and Transformations and Measurement for Geometry.

<b>Intervention: Curriculum Alignment and Mapping for Math</b>				
Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Classroom Instruction that works: Research-based strategies for Increasing Student Achievement" Marzano, Pickering (2004).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Ed teachers, will inform parents of curriculum during CAP (Career Action Plan) sessions, Open House, and through counseling department. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Carrell Holland, Math Dept. Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All district math teachers, including Special Ed. teachers, will develop the math curriculum that will be implemented by the math teachers. (A) Align	Carrell Holland, Math Dept.	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>curriculum based on standards. (B) Articulate vertically which skills and concepts will be taught. (C) Identify problem areas by examining test data and grades. (D) Examine secondary curriculum to determine if students' needs are being met. (E) Geometry will also be offered as a two-term course, Geometry A and Geometry B. (F) Offer a fourth year math course for seniors. This will be Advanced Topics, AP Statistics, Algebra III, Pre-Cal Trig, or Calculus.                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Chair and Hope Allen, Math Specialist</p>	<p>06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	
<p>All math teachers, including Special Ed teachers, will analyze the effectiveness of teaching Algebra and Geometry by examining grades and Interim Test scores. The department will make revisions as needed through their Professional Learning Communities.                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Carrell Holland, Dept. Chair and Hope Allen, Math Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All teachers, including Special Ed teachers, will incorporate items from the Interim Tests into the instruction and evaluation process.                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Carrell Holland, Math Dept. Chair and Hope Allen, Math Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A committee of Geometry and Algebra teachers, including Special Ed teachers, will meet and coordinate interim test items with the standards and the curriculum maps for each course.                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Carrell Holland, Math Dept. Chair and Hope Allen, Math Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>In conjunction with literacy priority, Asst. Superintendent, Curriculum Coordinator, Principal, and selected teachers attended workshops conducted by the ADE on Curriculum mapping and alignment. These personnel then conducted workshops at school levels for all teachers.                  Action Type: Alignment                  Action Type: Professional Development</p>	<p>Jay Pickering, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be determined by interim assessments, frequent formative assessments, classroom walkthroughs (CWT), scoring rubrics, NRT's, CRT's and EOC's. An analysis of current data conducted by the school leadership team showed the following: CWT's showed that most teachers implemented the strategies and followed standards and Pacing Guides. An analysis of open response, writing and reading, showed that additional training implementation and improvement is needed.                  Action Type: Program Evaluation</p>	<p>Jay Pickering, Principal and all assistant principals</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Implement Student Academic Improvement Plan (AIP)

Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Classroom Instruction that works: Research-based strategies for Increasing Student Achievement" Marzano, Pickering (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Students that did not score proficient on the 8th grade Benchmark will be double blocked into 9th grade Algebra I. Students that did not score proficient on the EOC Algebra or EOC Geometry Exam will be remediated with APEX software and are scheduled into a Career Action Plan (CAP) group for intensive monitoring. Class participation and periodic testing during the semester will determine student progress. Algebra I and Geometry students will use the APEX software program for remediation. Action Type: AIP/IRI Action Type: Professional Development	Carrell Holland, Math Dept. Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by FORMATIVE ASSESSMENTS: classroom walkthroughs, rubrics, checklist, teacher made test, curriculum maps and chunk test. SUMMATIVE ASSESSMENTS: ITBS, EOC Algebra, EOC Geometry, and ACT. Action Type: Program Evaluation	Jay Pickering, Principal and all assistant principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All math teachers, including special ed teachers, will be trained to remediate and test students that score below proficient. Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education	Carrell Holland, Math Dept. Chair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Establish RTI (Response To Intervention) groups to help with students who have been identified with learning and behavior needs. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Jay Pickering	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
BHS students will have the opportunity to attend tutoring between 7:20-8:00 a.m. and 3:10-4:30 each day. The tutoring will be given by certified teachers. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Jay Pickering	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement a Standards Based Mathematics Model.

Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Classroom Instruction that works: Research-based strategies for Increasing Student Achievement" Marzano, Pickering (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Ed teachers, staff and community have researched and reviewed many learning strategies. We have decided to implement the following strategies: 1. Summarizing and Note Taking 2. Purchased CarnegieLearning Textbooks for Algebra I, Geometry, and Algebra II. 3. Computer Assisted Technology, including online textbook, tutoring program, and graphing calculators. 4. APEX 5. Manipulatives 6. Multi-Sensory Learning 7. Small Group Learning 8. Keystone, a career focus strategy in cooperation with Workforce Education,	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>will be implemented as a required freshman level course to generate student interest in school. It is hoped the course will increase the graduation rate. These strategies are aligned with Common Core Standards and Bryant Curriculum. These strategies will help us decrease the disparity in achievement. Emphasis will be placed on those strategies that will improve student achievement in the areas of: Geometry and Spatial Sense Open Response; Number Sense, Properties and Operations Open Response; and Patterns &amp; Algebra Functions Open Response.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education</p>				
<p>The effectiveness of this intervention will be determined by FORMATIVE ASSESSMENTS: classroom walkthroughs, rubrics, teacher made test, curriculum maps and chunk test. SUMMATIVE ASSESSMENTS: ITBS, EOC Algebra, EOC Geometry, and ACT.                  Action Type: Program Evaluation</p>	<p>Jay Pickering, Principal and all assistant principals</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A freshmen academy, which is a small learning community environment, was designed to help improve academics, attendance, and discipline, thus improving graduation rate. Students who are not proficient are "double blocked" in math to incorporate their remediation into class time. All students are on a team, with core teachers having a common planning time to conference with students and parents.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development</p>	<p>Lisa McKenny, counselor</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to hire a 1.00 fte Math Instructional Facilitator (Hope Allen). Included in this budget will be salaries, benefits, and materials and supplies to help reduce the achievement disparities among student subgroups. The APEX software will be used to remediate students who did not score proficient or advanced on EOC Exams.                  Action Type: Equity</p>	<p>Dr. Jay Pickering, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$500.00                  NSLA (State-281) - Employee Benefits: \$13400.00                  NSLA (State-281) - Employee Salaries: \$51035.00                  ACTION BUDGET: \$64935</p>
<p>All 9-12 math teachers were given common planning time by subject to align curriculum, create formative assessments, and analyze data.</p>	<p>Hope Allen, Math Specialist</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Total Budget:

Priority 2: To improve the physical well-being of our students.

1.

2010-2011 -Percent of Students being at risk of being overweight:

Males-41%  
Females-31.8%

2011-2012 -Percent of Students being at risk of being overweight:

Males-46.1%  
Females-38.9%

Supporting Data:

2012-2013 -Percent of Students being at risk of being overweight:

Males-41.9%  
Females-42.9%

We have looked at the 3 year data for 2011, 2012, and 2013 and we need to continue to keep wellness a priority for our students.

Goal Promote student wellness through nutrition education and physical activity.

Benchmark Annually the percent of students identified by the Health Risk Behavior Survey and BMI Index will be decreased by 5%.

Intervention: Students will learn about healthy lifestyles through specific curriculum and activities.				
Scientific Based Research: Healthy Arkansas, Arkansas Center for Health Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will complete health classes, physical education, science classes as required for graduation. Elective classes and activities such as; Family and Consumer Science courses, Keystone, Foods and Nutrition course, Weightlifting, sports teams, and spirit groups will also expose students to healthy lifestyle and exercise. Action Type: Wellness	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Materials will be provided to parents and students on the effects of drugs, alcohol, tobacco and communicable diseases. Action Type: Wellness	Paul Calley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will participate in Red Ribbon Week in October each year. Action Type: Wellness	Beth Solomon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers and coaches will attend workshops that will include implementation of maintaining a healthy lifestyle into their specific curriculum or activity. Action Type: Professional Development Action Type: Wellness	Paul Calley, PE Dept. Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be by FORMATIVE ASSESSMENTS: classroom walkthroughs, teacher made tests, rubrics and checklist. SUMMATIVE ASSESSMENTS: BMI and Health Risk Assessment. Action Type: Wellness	Jay Pickering, Principal and all assistant principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

The advisory committee will annually review data, school surveys and reports to determine the effectiveness of this intervention. Administrative staff will also provide an annual onsite review. Action Type: Program Evaluation Action Type: Wellness	Paul Calley, PE Dept. Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
A comprehensive wellness plan for Bryant High School was developed in the 2012-13 school year and is being implemented. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Beth Solomon & Paul Calley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The school food services personnel will provide nutritious meals as laid out in guidelines provided by the State School food service Department.

Scientific Based Research: Child Nutrition reauthorization Act of 2004

Actions	Person Responsible	Timeline	Resources	Source of Funds
School food service personnel will attend training yearly provided by the school Food Service Department. Action Type: Wellness	Gay Sellers, Food Service Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
The School Food Service audits school food service programs annually. Changes in the program will be made according to data obtained on student wellness through the School Health index and Body Mass Index data. Action Type: Wellness	Gay Sellers, Food Service Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Student wellness will be monitored through school health services.

Scientific Based Research: Act 1220 of 2003 Arkansas Law 6-18-706, Arkansas Activities Association Rules concerning sports activities and Arkansas Center for health Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
School health personnel are employed by the School District as per Arkansas law 6-18-706. Action Type: Wellness	Jay Pickering, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Students are monitored yearly through vision, hearing and scoliosis screenings. Action Type: Wellness	School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
School health personnel will conduct BMI testing yearly. Action Type: Wellness	School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
School health personnel are available to students for emergencies and other issues that could impact the student's health and performance in school. Action Type: Wellness	School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Athletic trainers are provided by Ortho Arkansas to monitor student well-being during athletic events. Action Type: Wellness	Mike Lee, Athletic Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Yearly physicals are conducted on students participating in Spirit groups and Athletic teams as specified by Arkansas Athletic Association.	Mike Lee, Athletic Director	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION \$

Action Type: Wellness		06/30/2014		BUDGET:
School nurses will attend professional development on health testing procedures and current issues that affect students. Action Type: Professional Development	School Nurse	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: ELL and Title III funds will be used to support the goals of the ELL Program.

- Supporting Data:
1. 2012-2013 AMO 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.
  2. 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.
  3. 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.

Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.

Benchmark By the end of the 2013-14 School Year 32.5% of ELLs must meet AMO for Literacy on the EOC Literacy Exam, and 62.5% must meet AMO for Math on the End of Course Math Exams.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency.				
Scientific Based Research: "Content Area Reading" Richard T. Vacca, Jo Anne 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 Lognman. "Contemporary Reading in Literacy Education" Marva Capello, Barbara Moss (2010) Thousand Oaks: Sage Publications, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ELL training will be provided to new teachers in all content areas 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, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
ELL students are all placed in a Response to Intervention (RTI) group. ELL students are given ELD instruction during at least one period per day. ELL students will be scheduled into co-taught classrooms as needed when available. There are scheduled ELL Professional Learning Community Meetings for planning and collaboration. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
English Language Development Assessment (ELDA), MAC II, ITBS, End of Course Exams, Interim Assessments (TLI) and Nine Weeks Report Cards are used to evaluate the progress of ELL students. Action Type: Program Evaluation	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Implement Response to Intervention (RTI) Laptops, LCD Projectors and Document Cameras, Rosetta Stone, Enchanted Learning, Vocabulary from A to Z. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>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: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Technology Inclusion</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title III - Purchased Services: \$2846.00                  Title III - Materials &amp; Supplies: \$1978.00                  Title III - Employee Salaries: \$689.00                  Title III - Employee Benefits: \$151.00  <hr/>                 ACTION BUDGET: \$5664</p>
<p>English Language Learners (ELL) restricted categorical state funding will be used to pay for salaries and benefits for one .50 fte Teacher Aide (Mardel Hamby), sub salaries and benefits, 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</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ELL (State-276) - Materials &amp; Supplies: \$724.00                  ELL (State-276) - Employee Benefits: \$2893.00                  ELL (State-276) - Employee Salaries: \$8765.00  <hr/>                 ACTION BUDGET: \$12382</p>
<p><b>Total Budget:</b></p>				<p><b>\$18046</b></p>

Priority 4: Bryant High School will close the achievement gap in math and literacy between TAGG and non-TAGG students.

Supporting Data:

Goal Bryant High School will close the achievement gap in math and literacy between TAGG and non-TAGG students.

Benchmark At the end of the 2012-2013 school year the Targeted Achievement Gap Group will score 60.58% on the literacy End of Course exam and 79.23% on the End Of Course Math Exams.

<p><b>Intervention: Literacy</b></p>				
<p>Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Contemporary Reading in Literacy Education" Capello, Moss (2010). "Classroom Instruction that works: Research-based strategies for Increasing Student Achievement" Marzano, Pickering (2004) "Classroom Instruction that works: Research-based strategies for Increasing Student Achievement" Marzano, Pickering (2004)</p>				
<p><b>Actions</b></p>	<p><b>Person Responsible</b></p>	<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Source of Funds</b></p>
<p>All teachers including, special education teachers, will use Professional Learning Communities, Response to Intervention, and small remediation groups to reduce the achievement gap between TAGG and non-TAGG students across the curriculum in literacy.                  Action Type: AIP/IRI</p>	<p>Jay Pickering, principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion				
The effectiveness of this intervention will be determined by FORMATIVE ASSESSMENTS: classroom walkthroughs, rubrics, checklists, teacher-made tests, curriculum maps and interim assessments. SUMMATIVE ASSESSMENTS: ITBS, EOC Literacy exam, and ACT. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Jay Pickering, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All teachers, including special education teachers, will attend a minimum of 60 hours of professional development to improve the academic achievement of all of our students, specifically our TAGG group students in literacy. Action Type: Professional Development	Jay Pickering, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Math

Scientific Based Research: "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work" Bailey and Jakicic (2012). "Curriculum 21: Essential Education for a Changing World" Heidi Hayes Jacobs (2010). "Releasing Responsibility." Educational Leadership, Fisher, Frey (2008). "Classroom Instruction that works: Research-based strategies for Increasing Student Achievement" Marzano, Pickering (2004)

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers including, special education teachers, will use Professional Learning Communities, Response to Intervention, and small remediation groups to reduce the achievement gap between TAGG and non-TAGG students across the curriculum in math. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Jay Pickering, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All teachers, including special education teachers, will attend a minimum of 60 hours of professional development to improve the academic achievement of all of our students, specifically our TAGG group students in math. Action Type: Collaboration Action Type: Professional Development	Jay Pickering, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by FORMATIVE ASSESSMENTS: classroom walkthroughs, rubrics, checklists, teacher-made tests, curriculum maps and interim assessments. SUMMATIVE ASSESSMENTS: ITBS, EOC Algebra and Geometry Exams, and ACT. Action Type: Collaboration Action Type: Program Evaluation	Jay Pickering, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Special Education

Total Budget:

\$0

- Planning Team

<b>Classification</b>	<b>Name</b>	<b>Position</b>	<b>Committee</b>
Classroom Teacher	Adam Janssen	Classroom Teacher	Math
Classroom Teacher	Aimee Graham	Classroom Teacher	Literacy
Classroom Teacher	Alana McGinness	Classroom Teacher	Math
Classroom Teacher	Allen Scott	Classroom Teacher	Math
Classroom Teacher	Amanda Brucks	Classroom Teacher	Literacy
Classroom Teacher	Amanda Workman	Classroom Teacher	Math
Classroom Teacher	Amber Cardinale	Classroom Teacher	Math
Classroom Teacher	Amber Leaton	Classroom Teacher	Needs Improvement School
Classroom Teacher	Amy Fisher	Classroom Teacher	Math
Classroom Teacher	Amy Noble	Classroom Teacher	Math
Classroom Teacher	Amy Oury	Counselor	Needs Improvement School
Classroom Teacher	Andrea Sadler	Classroom Teacher	Math
Classroom Teacher	Angela Means	Classroom Teacher	Math
Classroom Teacher	Angie Drennan	Classroom Teacher	Literacy
Classroom Teacher	Anne Taulbee	Classroom Teacher	Title III
Classroom Teacher	Annette Queck	Classroom Teacher	Literacy
Classroom Teacher	Antoinette Mims	Classroom Teacher	English
Classroom Teacher	Ashley Harrison	Classroom Teacher	Math
Classroom Teacher	Barbara Harper	Classroom Teacher	Literacy
Classroom Teacher	Bart Reynolds	Classroom Teacher	Math
Classroom Teacher	Becky Hutchins	Classroom Teacher	Literacy
Classroom Teacher	Becky Raines	Classroom Teacher	Literacy
Classroom Teacher	Becky Runnels	Classroom Teacher	Needs Improvement School
Classroom Teacher	Beth Solomon	Classroom Teacher	Wellness
Classroom Teacher	Bilee Gadberry	Classroom Teacher	Math
Classroom Teacher	Bob Williams	Classroom Teacher	Math
Classroom Teacher	Brad Mathews	Teacher/Coach	Wellness
Classroom Teacher	Brad Stroud	Classroom Teacher	Wellness
Classroom Teacher	Brenda Qualls	Classroom Teacher	Title III
Classroom Teacher	Brett Haugh	Classroom Teacher	Literacy
Classroom Teacher	Brixey Schimmel	Classroom Teacher	Wellness
Classroom Teacher	Caroline Walton	Classroom Teacher	Literacy
Classroom Teacher	Carolyn Evans-Stone	Classroom Teacher	Literacy
Classroom Teacher	Carolyn Hays	Classroom Teacher	Needs Improvement School
Classroom Teacher	Carrell Holland	Classroom Teacher	Math Steering Chair
Classroom Teacher	Christine Bennett	Classroom Teacher	Literacy
Classroom Teacher	Cristina Meyer	Classroom Teacher	Wellness
Classroom Teacher	Dana Curry	Classroom Teacher	Literacy
Classroom Teacher	Daniel Moix	Classroom Teacher	Math
Classroom Teacher	Danika Martin	Classroom Teacher	Math
Classroom Teacher	Danny Westbrook	Classroom Teacher	Wellness
Classroom Teacher	Daryl Hightower	Classroom Teacher	Math
Classroom Teacher	David Seal	Classroom Teacher	Math
Classroom Teacher	Deana Emerson	Classroom Teacher	Parent Involvement
Classroom Teacher	Debbie Kelly	Classroom Teacher	Literacy
Classroom Teacher	Debbie Norris	Classroom Teacher	Math
Classroom Teacher	Deborah Clark	Classroom Teacher	Wellness



Classroom Teacher	Debra Murray	classroom teacher	Math
Classroom Teacher	Dena Furton	Classroom Teacher	Literacy
Classroom Teacher	Dennis Williams	Classroom Teacher	Literacy
Classroom Teacher	Devry Rhodes	Classroom Teacher	Literacy
Classroom Teacher	Donna Schrader	Classroom Teacher	Math
Classroom Teacher	Doug Maxwell	Classroom Teacher	Math
Classroom Teacher	Doug Vann	Classroom Teacher	Math
Classroom Teacher	Dru Sanders	Classroom Teacher	Math
Classroom Teacher	Elizabeth Haugh	Classroom Teacher	Math
Classroom Teacher	Frank Fisher	Classroom Teacher	Wellness
Classroom Teacher	Gina Halbert	Classroom Teacher	Literacy
Classroom Teacher	Heather Hall	Classroom Teacher	Math
Classroom Teacher	India Childress	Classroom Teacher	Literacy
Classroom Teacher	James McClure	Classroom Teacher	Math
Classroom Teacher	James Paul	Classroom Teacher	Needs Improvement School
Classroom Teacher	Jamie Shaw	Classroom Teacher	Literacy
Classroom Teacher	Jana Carpenter	Classroom Teacher	Math
Classroom Teacher	Janet Watson	Classroom Teacher	Math
Classroom Teacher	JanisTucker	Classroom Teacher	Literacy
Classroom Teacher	Jay Chipman	Teacher	Needs Improvement School
Classroom Teacher	Jeremy Clay	Classroom Teacher	Literacy
Classroom Teacher	Jessica Ballou	Classroom Teacher	Needs Improvement School
Classroom Teacher	Jessica Tinsley	Teacher	Parent Involvement
Classroom Teacher	Jill Settle	Classroom Teacher	Math
Classroom Teacher	Jim Wright	Classroom Teacher	Literacy
Classroom Teacher	Jimmy Rogers	Classroom Teacher	Math
Classroom Teacher	John Orr	Classroom Teacher	Literacy
Classroom Teacher	John Wells	Classroom Teacher	Math
Classroom Teacher	John Williams	Classroom Teacher	Math
Classroom Teacher	Julie Dorsey	Classroom Teacher	Literacy
Classroom Teacher	Julie Long	Classroom Teacher	Math
Classroom Teacher	Julie White	Classroom Teacher	Literacy
Classroom Teacher	Kael Hudson	Classroom Teacher	Literacy
Classroom Teacher	Karen McManus	Classroom Teacher	Literacy
Classroom Teacher	Karen Scarlett	Classroom Teacher	Parental Involvement Steering Chair
Classroom Teacher	Karen Shumaker	Classroom Teacher	Literacy
Classroom Teacher	Kathryn Maus	Classroom Teacher	Title III
Classroom Teacher	Kay Fletcher	Classroom Teacher	Literacy
Classroom Teacher	Keith Dale	Classroom Teacher	Math
Classroom Teacher	Keith Matthews	Classroom Teacher	Math
Classroom Teacher	Kelli Fulton	Classroom Teacher	Title III
Classroom Teacher	Kim Carmack	Classroom Teacher	Parental Involvement
Classroom Teacher	Kim Lewis	Classroom Teacher	Math
Classroom Teacher	Kirk Bock	Classroom Teacher	Wellness
Classroom Teacher	Kori Kordsmeier	Classroom Teacher	Math
Classroom Teacher	Lais Castro	Classroom Teacher	Title III
Classroom Teacher	Lara Huff	Classroom Teacher	Math
Classroom Teacher	Laura Wooten	Classroom Teacher	Math
Classroom Teacher	Lawrence Jefferson	Classroom Teacher	Math
Classroom Teacher	Leslie Herrington	Classroom Teacher	English
Classroom Teacher	Lisa Stanfield	Classroom Teacher	Math
Classroom Teacher	Lisa Stine	Classroom Teacher	Literacy
Classroom Teacher	Lise Stevens	Classroom Teacher	Title III
Classroom Teacher	Lynn Cole	Classroom Teacher	Literacy

Classroom Teacher	Mandy McDougal	Classroom teacher	Math
Classroom Teacher	Margaret Sorrows	Classroom Teacher	Literacy
Classroom Teacher	Mark Cain	Classroom Teacher	Wellness
Classroom Teacher	Mary Kitchens	Classroom Teacher	Math
Classroom Teacher	Megan Calvillo	Classroom Teacher	Literacy
Classroom Teacher	Melissa Campbell	Classroom Teacher	Literacy
Classroom Teacher	Melissa Henry	Classroom Teacher	Math
Classroom Teacher	Melissa Runyon	Classroom Teacher	Literacy
Classroom Teacher	Mike Abrahamson	Classroom Teacher	Wellness
Classroom Teacher	Mital Bavabhai	Teacher	Math
Classroom Teacher	Monica England	Classroom Teacher	Needs Improvement School
Classroom Teacher	Myra Paulk	Classroom Teacher	Math
Classroom Teacher	Nancy Hunt	Classroom Teacher	Literacy
Classroom Teacher	Nathan Castaldi	Classroom Teacher	Math
Classroom Teacher	Nicole Pearson	Classroom Teacher	Literacy
Classroom Teacher	Patricia Humphry	Classroom Teacher	Title III
Classroom Teacher	Patricia Leach	Classroom Teacher	Math
Classroom Teacher	Paul Calley	Classroom Teacher	Wellness Steering Chair
Classroom Teacher	Paula Barker	Classroom Teacher	Literacy
Classroom Teacher	Rachel Stafford	Counselor	Parent Invovlement
Classroom Teacher	Rebecca Crotts	Classroom Teacher	Title III
Classroom Teacher	Rene Henry	Classroom Teacher	Math
Classroom Teacher	Renee Dees	Classroom Teacher	Title III
Classroom Teacher	Richard Walls	PLACE Teacher	Math
Classroom Teacher	Ricky Willis	Classroom Teacher	Literacy
Classroom Teacher	Robbie Rutherford	Classroom Teacher	Steering
Classroom Teacher	Ron Hubbard	Classroom Teacher	Parent Involvement
Classroom Teacher	Rusty Dees	Classroom Teacher	Math
Classroom Teacher	Saira Khan	Classroom Teacher	Literacy
Classroom Teacher	Shannon Solmonson	PLACE Teacher	Math
Classroom Teacher	Sharon Brown	Classroom Teacher	Parental Involvement
Classroom Teacher	Sharon Howard	Classroom Teacher	Needs Improvement School
Classroom Teacher	Shawn Regan	Classroom Teacher	Literacy
Classroom Teacher	Stacie Hart	Classroom Teacher	Needs Improvement School
Classroom Teacher	Stephanie Adams	Classroom Teacher	Literacy
Classroom Teacher	Steve Griffith	Classroom Teacher	Wellness
Classroom Teacher	Steve Oury	Classroom Teacher	Wellness
Classroom Teacher	Stewart Wright	Classroom Teacher	Literacy
Classroom Teacher	Suzanne Johnson	Classroom Teacher	Literacy
Classroom Teacher	Tammi Edmonson	Classroom Teacher	Literacy
Classroom Teacher	Tammy Brantley	Classroom Teacher	Math
Classroom Teacher	Tara Seale	Classroom Teacher	Literacy
Classroom Teacher	Terry Harper	Classroom Teacher	Needs Improvement School
Classroom Teacher	Tim Hall	Classroom Teacher	Parental Involvement
Classroom Teacher	Tim Yarberr	Classroom Teacher	Literacy
Classroom Teacher	Toni Naugle	Classroom Teacher	Math
Classroom Teacher	Tracye Bullock	Classroom Teacher	Math
Classroom Teacher	Tyler Posey	Classroom Teacher	Math
Classroom Teacher	Vicki Westbrook	Classroom Teacher	Parent Involvement
Classroom Teacher	Vicky McGohan	Classroom Teacher	Literacy Steering Chair
Classroom Teacher	Will Heatherly	Classroom Teacher	Literacy
Community Representative	Jason Miller	Business Owner	Wellness
Community Representative	Jill Dabbs	Mayor of Bryant	Needs Improvement School

Non-Classroom Professional Staff	Amanda Huey	Counselor-PLACE	Literacy
Non-Classroom Professional Staff	Anthony Gilmon	Aide	Title III
Non-Classroom Professional Staff	Bobbie Gentry	ISS	Needs Improvement School
Non-Classroom Professional Staff	Carla Arey	Aide	Needs Improvement School
Non-Classroom Professional Staff	Cindy Hubbard	Aide	Literacy
Non-Classroom Professional Staff	Cindy Prescott	Secretary	Parental Involvement
Non-Classroom Professional Staff	Collette Johnson	Secretary	Parental Involvement
Non-Classroom Professional Staff	Corrie Goodwin	Counselor	Literacy
Non-Classroom Professional Staff	Diane Grappe	Registrar	Math
Non-Classroom Professional Staff	Donna Elmore	Counselor	Needs Improvement School
Non-Classroom Professional Staff	Evelyn Butler	Testing Coordinator	Needs Improvement School Steering Committee
Non-Classroom Professional Staff	Gayle Winkle	Counselor	Literacy
Non-Classroom Professional Staff	Hope Allen	Math Spe.	Math Steering Committee
Non-Classroom Professional Staff	Janet Parson	Library Aide	Literacy
Non-Classroom Professional Staff	Karen Mitcham	Literacy Specialist	Literacy Steering Committee
Non-Classroom Professional Staff	Katrina Cox	ESL Specialist	Title III Steering Chair
Non-Classroom Professional Staff	Kim Rogers	Aide	Literacy
Non-Classroom Professional Staff	Leann Sivewright	Aide	Math
Non-Classroom Professional Staff	Linda Smith	Secretary	Needs Improvement School
Non-Classroom Professional Staff	Linda Zuber	Secretary	Needs Improvement School
Non-Classroom Professional Staff	Lisa McKinney	Counselor	Math
Non-Classroom Professional Staff	Marcia Lanier	Media Specialist	Math
Non-Classroom Professional Staff	Marilyn Thweatt	Secretary	Literacy
Non-Classroom Professional Staff	Melody Gallion	Aide	Math
Non-Classroom Professional Staff	Pam Harris	Aide	Literacy
Non-Classroom Professional Staff	Patsy Padgett	Library Aide	Math
Non-Classroom Professional Staff	Rebecca Downey	Media Specialist	Literacy
Non-Classroom Professional Staff	Renee Prewitt	Aide	Math
Non-Classroom Professional Staff	Renee Turner	Secretary	Literacy
Non-Classroom Professional Staff	Robin Nelson	Aide	Math
Non-Classroom Professional Staff	Shana Clayton	Aide	Literacy

Non-Classroom Professional Staff	Shannon Nelson	Nurse	Wellness
Non-Classroom Professional Staff	Steve Finley	Counselor	Title III
Non-Classroom Professional Staff	Traci Douthit	Aide	Literacy
Non-Classroom Professional Staff	Tracy Bradberry	Aide	Title III
Non-Classroom Professional Staff	Tracy Studdard	Nurse	Wellness
Non-Classroom Professional Staff	Vesta Holland	Counselor	Parental Involvement
Non-Classroom Professional Staff	Vicki Martin	Distance Learning	Math
Parent	Laryssa Calley	Parent	Math
Parent	Sherry Nossaman	Parent	Literacy
Principal	Eric Andrews	Assisstant Principal	Math
Principal	Jay Pickering	Principal	Steering
Principal	Leah Garner	Assistant Principal	Literacy
Principal	Paul Gattin	Assistant Principal	Needs Improvement School
Principal	Rachel Rasburry	Assistant Principal	Title III
Principal	Scott Curtis	Assistant Principal	Wellness
Principal	Steven Wright	Assistant Principal/Place	Math