



[District Menu Page](#) | [Work On Your ACSIP](#) | [Reports](#) | [Federal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

School Plan

[Print Version](#)

BRYANT MIDDLE SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Bryant Middle School is to aggressively motivate, challenge, and educate students in their transitional years by providing opportunities to experience success socially, emotionally, physically, and be proficient academically-all of which will be monitored and assessed on a regular basis.

Grade Span: 6-8

Title I: Title I Schoolwide

School Improvement: SI_3

Table of Contents

Priority 1: Mathematics

Goal: All students will improve their math skills in the specific areas of: open response for numbers & operations, measurement, geometry, algebra, and data analysis & probability.

Priority 2: Literacy

Goal: All students will improve their literacy skills targeting: writing (MC), content (OR). literary (OR & MC), practical (OR & MC).

Priority 3: Wellness

Goal: All students will improve their overall health and wellness targeting: obesity, nutrition, and physical fitness.

Priority 4: TITLE III/ELL

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

Priority 5: Mathematics-Needs Improvement

Goal: All students in the Targeted Achievement Gap Group will improve their math skills in the specific areas of: open response for number & operations, measurement, and data analysis, probability, geometry, and algebra.

Priority 1: All students will improve their math skills in the specific areas of: open response for numbers & operations, measurement, geometry, algebra, and data analysis & probability.

1. 6th Grade ACTAAP Mathematics 2011 Total Number of Students Tested & Percent of Students Scoring Proficient/Advanced: 435 Combined Students: 83%, 57 African American Students: 68%, 28 Hispanic Students: 47%, 333 Caucasian Students: 86%, 177 Econ. Disadvantaged Students: 73%, 15 LEP Students: 72%, 46 Students with Disabilities: 39%. 2012 Total Number of Students Tested & Percent of Students Scoring Proficient/Advanced: 337 Combined Students: 68.2%, 57 African American Students: 45.6%, 23 Hispanic Students: 65.2%, 246 Caucasian Students: 72.8%, 158 Econ. Disadvantaged Students: 55.1%, 13 LEP Students: 84.6% 29 Students with Disabilities: 13.8%. 2013 Total Number of Students Tested & Percent of Students Scoring Proficient/Advanced: 365 Combined Pop Students: 82%, 61 African American Students: 69%, 20 Hispanic Students: 70%, 271 Caucasian Students: 86%, 174 Econ. Disadvantaged Students: 74%, 9 LEP Students: 77%, 36 Students with Disabilities: 31%. Based on analysis of three year trend data: The lowest identified areas for the combined population: open response for number & operations, measurement, and data analysis & probability. The lowest identified areas for African-Americans: open response for number & operations, measurement, and data analysis & probability. The lowest identified areas for Caucasians: open response for number & operations, measurement, and data analysis & probability. The lowest identified areas for students who are economically disadvantaged: open

response for number & operations, measurement, and data analysis & probability. The lowest identified areas for Hispanics: open response for number & operations, measurement, and data analysis & probability. The lowest identified areas for LEP students: open response for number & operations, measurement, and data analysis & probability. The lowest identified areas for students with disabilities: open response for number & operations, measurement, and data analysis & probability.

2. 7th Grade ACTAAP Mathematics 2011 Total Number Tested & Percent of Students Scoring Proficient/Advanced: 344 Combined Students: 84%, 41 African American Students: 70%, 22 Hispanic Students: 77%, 272 Caucasian Students: 88%, 159 Econ. Disadvantaged Students: 80%, 7 LEP Students: 58%, 28 Students with Disabilities: 44%. 2012 Total Number Tested & Percent of Students Scoring Proficient/Advanced: 422 Combined Students: 62.6%, 65 African American Students: 44.6%, 31 Hispanic Students: 51.6%, 312 Caucasian Students: 67.6%, 171 Econ. Disadvantaged Students: 52.6%, 15 LEP Students: 40%, 48 Students with Disabilities: 14.6%. 2013 Total Number of Students Tested & Percent of Students Scoring Proficient/Advanced: 355 Combined Pop Students: 74%, 67 African American Students: 61%, 22 Hispanic Students: 72%, 254 Caucasian Students: 78%, 154 Econ. Disadvantaged Students: 66%, 15 LEP Students: 73%, 39 Students with Disabilities: 26%. Based on analysis of three-year trend data: The lowest identified areas for the combined population: open response for number & operations, geometry, and data analysis & probability. The lowest identified areas for African-Americans: open response for number & operations, geometry, and data analysis & probability. The lowest identified areas for Caucasians: open response for number & operations, geometry, and data analysis & probability. The lowest identified areas for Economically Disadvantaged students: open response for number & operations, geometry, and data analysis & probability. The lowest identified areas for Hispanics: open response for number & operations, geometry, and data analysis & probability. The lowest identified areas for LEP students: open response for number & operations, algebra, and geometry. The lowest identified areas for students with disabilities: open response for number & operations, geometry, and data analysis & probability.
3. 8th Grade ACTAAP Mathematics 2011 Total Number Tested & Percent of Students Scoring Proficient/Advanced: 364 Combined Pop Students: 74%, 46 African American Students: 52%, 20 Hispanic Students: 60%, 283 Caucasian Students: 79%, 157 Econ. Disadvantaged Students: 82%, 12 LEP Students: 58%, 45 Student with Disabilities: 28%. 2012 Total Number Tested & Percent of Students Scoring Proficient/Advanced: 347 Combined Pop Students: 70.9%, 54 African American Students: 42.6%, 23 Hispanic Students: 52.2%, 262 Caucasian Students: 78.2%, 153 Econ. Disadvantaged Students: 64.1%, 6 LEP Students: 33.3% , 27 Students with Disabilities: 18.5%. 2013 Total Number of Students Tested & Percent of Students Scoring Proficient/Advanced: 404 Combined Pop Students: 81%, 69 African American Students: 65%, 25 Hispanic Students: 76%, 296 Caucasian Students: 85%, 145 Econ. Disadvantaged Students: 69%, 13 LEP Students: 62%, 45 Students with Disabilities: 27%. Based on analysis of three-year trend data: The lowest identified areas for the combined population: open response for algebra, geometry, and measurement. The lowest identified areas for African-Americans: open response for number & operations, algebra, and measurement. The lowest identified areas for Caucasians were: open response for algebra, geometry, and measurement. The lowest identified areas for Economically Disadvantaged students were: open response for algebra, geometry, and measurement. The lowest identified areas for Hispanics: open response for algebra, geometry, and measurement. The lowest identified areas for LEP students: open response for algebra, geometry, and measurement. The lowest identified areas for students with disabilities: open response for number & operations, algebra, and measurement.
4. EOC-Algebra 2012-13 Number Tested and Percent of Students Scoring Proficient/Advanced: 80 Students: 100% of Combined Students 5 Students: 100% of African American Students 1 Student: 100% of Hispanic Students 72 Students: 100% of Caucasian Students 12 Students: 100% of Econ. Disadvantaged Students 1 Students: 100% of LEP Students 1 Students: 100% of Students with Disabilities 2010-Number Tested and Percent of Students Scoring Proficient/Advanced: 82 Students: 100% of Combined Students 7 Students: 100% of African American 1 Students: 100% of Hispanic Students 71 Students: 100% of Caucasian Students 7 Students: 100% of Econ. Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% Students w/Disabilities 2011-Number Tested and Percent of Students Scoring Proficient/Advanced: 97 Students: 100% of Combined Students 5 Students: 100% of African American 5 Students: 100% of Hispanic Students 81 Students: 100% of Caucasian Students 21 Students: 100% of Econ. Disadvantaged Students 3 Students: .% of LEP Students 1 Students: 100% Students w/Disabilities Based on analysis of three-year trend data: The lowest identified area for the combined population: open response for language of algebra The lowest identified areas for African Americans: open response for language of algebra and non-linear functions The lowest identified area for Hispanic: open response for non-linear functions The lowest identified area for Caucasians: open response for language of algebra The lowest identified area for Econ. Disadvantaged students: open response for non-linear functions The lowest identified areas for LEP students: open response for language of algebra, non-linear functions, and data interpretation and probability.
5. IOWA TEST OF BASIC SKILLS Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade: 6 Year 2013 Number Tested 364 % At/Above 50th

Supporting
Data:

- NPR In: Math Total without computation 59% AFRICAN AMERICAN POPULATION Grade: 6 Year 2013 Number Tested 61 % At/Above 50th NPR In: Math Total without computation 46% HISPANIC POPULATION Grade: 6 Year 2013 Number Tested 20 % At/Above 50th NPR In: Math Total without computation 44% CAUCASIAN POPULATION Grade: 6 Year 2013 Number Tested 270 % At/Above 50th NPR In: Math Total without computation 63% ECONOMICALLY DISADVANTAGED Grade: 6 Year 2013 Number Tested 173 % At/Above 50th NPR In: Math Total without computation 51% LIMITED ENGLISH PROFICIENT Grade: 6 Year 2013 Number Tested 9 % At/Above 50th NPR In: Math Total without computation 46% STUDENTS WITH DISABILITIES Grade: 6 Year 2013 Number Tested 36 % At/Above 50th NPR In: Math Total without computation 24% COMBINED POPULATION Grade: 7 Year 2013 Number Tested 354 % At/Above 50th NPR In: Math Total without computation 59% AFRICAN AMERICAN POPULATION Grade: 7 Year 2013 Number Tested 67 % At/Above 50th NPR In: Math Total without computation 48% HISPANIC POPULATION Grade: 7 Year 2013 Number Tested 22 % At/Above 50th NPR In: Math Total without computation 53% CAUCASIAN POPULATION Grade: 7 Year 2013 Number Tested 253 % At/Above 50th NPR In: Math Total without computation 62% ECONOMICALLY DISADVANTAGED Grade: 7 Year 2013 Number Tested 153 % At/Above 50th NPR In: Math Total without computation 51% LIMITED ENGLISH PROFICIENT Grade: 7 Year 2013 Number Tested 15 % At/Above 50th NPR In: Math Total without computation 57% STUDENTS WITH DISABILITIES Grade: 7 Year 2013 Number Tested 39 % At/Above 50th NPR In: Math Total without computation 23% COMBINED POPULATION Grade: 8 Year 2013 Number Tested 402 % At/Above 50th NPR In: Math Total without computation 60% AFRICAN AMERICAN POPULATION Grade: 8 Year 2013 Number Tested 68 % At/Above 50th NPR In: Math Total without computation 44% HISPANIC POPULATION Grade: 8 Year 2013 Number Tested 25 % At/Above 50th NPR In: Math Total without computation 49% CAUCASIAN POPULATION Grade: 7 Year 2013 Number Tested 295 % At/Above 50th NPR In: Math Total without computation 64% ECONOMICALLY DISADVANTAGED Grade: 8 Year 2013 Number Tested 144 % At/Above 50th NPR In: Math Total without computation 51% LIMITED ENGLISH PROFICIENT Grade: 8 Year 2013 Number Tested 13 % At/Above 50th NPR In: Math Total without computation 45% STUDENTS WITH DISABILITIES Grade: 8 Year 2013 Number Tested 44 % At/Above 50th NPR In: Math Total without computation 27%
6. Attendance Rate: 2012-2013 Enrollment was 1155 The attendance rate was 98.6% 2011-2012 Enrollment was 1114 The attendance rate was 97.4% 2010-2011 Enrollment was 1030 The attendance rate was 99.7% 2009-2010 Enrollment was 1030 The attendance rate was 99.8%
 - 7.

Goal All students will improve their math skills in the specific areas of: open response for numbers & operations, measurement, geometry, algebra, and data analysis & probability.

Benchmark 82.14% of all students were proficient or advanced in 2013. By Year - Percent of students proficient: 2014 - 87.60% 2015 - 88.98% 2016 - 90.36% 2017 - 91.74%

Intervention: Curriculum Mapping/Alignment with Common Core Curriculum -Strategies, Interventions, and Resources				
Scientific Based Research: Scientific Based Research: Drake, Susan M. "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012 Empson, Susan B., and Linda Levi. "Extending Children's Mathematics: Fractions and Decimals," 2011. National Council of Teachers of Mathematics, Focus in Grades 6-8: Teaching with Curriculum Focal Points, 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
District developed committees with representatives from each grade level, including special education teachers, to develop district curriculum. Curriculum is implemented into lessons and is adjusted regularly as needs are identified. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sue Reeves; Laura Fee; all Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Assistant Superintendent, curriculum coordinator, principals, and selected teachers will attend professional development on Mapping Curriculum Alignment and The Learning Institute. These personnel will then conduct training for individual teachers, including special education teachers, on how to map and develop individual scope and sequenced curriculum. Teachers, including special education teachers, will continue meeting with core subject areas to update and maintain curriculum maps. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Sue Reeves, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Special Education				
All math teachers, including special education teachers, will participate in professional development that focuses on enabling all students to meet common core standards. Teachers will review modeling and remediation strategies targeting weak standards identified by analysis of test data. This professional development will be on-going and evaluated to determine if the student needs are being met. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Sue Reeves; Laura Fee; all Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Mobile computer labs were developed after reviewing district scores and researching articles on technology to supplement needs of students. Computers were purchased and all teachers, including special education teachers, were trained to incorporate use of software into their lesson plans. Evaluation of lab will be conducted by teacher observation, improved math scores in classroom and standardized test scores. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Tracy Paul	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by: formative assessment, classroom walk-throughs, teacher tests, interim assessments, curriculum maps, and portfolios Summative Assessment: ACTAAP, ITBS Action Type: Program Evaluation	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers and administrators will participate in assessment decisions, based on a matrix, in order to provide information on, and to improve, the achievement of individual students. Action Type: Collaboration Action Type: Program Evaluation	Sue Reeves; Laura Fee; all Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Academic Improvement Plan (AIP) Program- Strategies, Interventions, and Resources

Scientific Based Research: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone Copyright © 2012 McREL Marzano. Robert J., and Tammy,. Heflebower. Teaching & Assessing 21st Century Skills. Bloomington, IN: Marzano Research Laboratory, 2011, Print. (2012): 387-91. Print. Drake, Susan M., "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012 Dean, Ceri B., Elizabeth Ross Hubbell, Howard Pitler, and B.J. Stone. "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition," 2012 Seltzer, Carl, "Middle School Math Interventions - Dealing with Difficult Concepts," 2011. Trapper, John, "Solving for Why: Understanding, Assessing, and Teaching Students Who Struggle with Math - Grades K-8," 2012. Louie, J., Brodesky, A., Brett, J., Yang, L.-M., and Tan, Y. (2008). Math education practices for students with disabilities and other struggling learners: case studies of six schools in two Northeast and Islands Region states (Issues and Answers Report, REL 2008–No. 053). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
An intervention team (PALS/RTI Team), consisting of teachers, including special education teachers, curriculum specialists as well as other building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards after implementation of standards-based supplemental strategies. The PALS/RTI Team will recommend intensive interventions such as additional time in an alternative curriculum, early intervention services, or a need for further evaluation in order for students of all sub-populations to achieve	Pam Kenney; Tracy Paul	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>proficiency on academic standards. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>				
<p>All teachers, including special education teachers, will be trained on guidelines and implementation of in school remediation. The Learning Center will be open during school to assist with the remediation program for eligible students. Mobile computer carts will be added including laptops, calculators, batteries, etc. for remediation of identified students. Non-proficient students will be double blocked based on space and scheduling. Implementation of an additional 20-minute remediation/enrichment class for all students, including special education students twice per month. Use of mobile computer cart for added instruction. The school will utilize PALS team to review student data for remediation/enrichment placement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dr. Lesa Lindberg</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 experiencing difficulty mastering the proficient level shall be provided with effective and timely additional assistance. These students are identified as not on grade level through progress reports, report cards, site based Interim Assessments, and standardized test scores. Students will have an Academic Improvement Plan (AIP) program developed to meet individual needs. Students will have certified and non-certified staff members to support them in areas of instruction, tutoring, and counseling, and mentoring. These students will be double blocked based on space and scheduling. Many will be given additional curriculum assistance from their Advisory teacher. 6th grade students will participate in teaming and will receive additional curriculum assistance through their team teachers. Teachers will have student AIPs on hand which show the interventions in place. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Brenda Rodgers, Corrie Goodwin, Katie Squires, Lesa Lindberg, All Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Encourage use of the parents' resource library to assist in parental involvement. The parents' resource library is located in the middle school library. Computers will be available for parents to login to the school webpage/teacher email distribution lists to improve parent-teacher communication. Presentation System for Library Media Center for students to work on Compass Learning lessons, United Streaming, Gizmos, Reflex Math, and Textbook Materials – with surround sound / headphones. Action Type: Program Evaluation</p>	<p>Sue Reeves</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: Formative assessment: classroom walk-throughs, teacher tests, writing rubrics, interim assessments, and curriculum maps.</p>	<p>Rick Pilcher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>

<p>Summative Assessment: Benchmark, ITBS Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>Students will be afforded after school tutorial services two days per week in an effort to remediate weakness in areas of literacy and math. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>A core schoolwide planning team, consisting of teachers, paras, parents and administrators will be formed to develop and modify strategies within the ACSIP plan aimed at improving student achievement for all students, including special education students. This plan will be shared with the entire staff and community for input, as well as with an external technical provider from the ADE. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	Sue Reeves; Delton Kitchell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>The certified staff will review the ACSIP plan as it relates to student achievement and vote to support the plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>The staff will disaggregate student data by subgroups to make instructional decisions and design strategies to meet the needs of those at-risk/underserved populations. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>The staff will seek out scientifically-based research strategies to provide additional assistance to the struggling learner, particularly to those specific needs of targeted subgroups as well as to individual students who have failed to make progress. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Laura Fee	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Total Budget:</p>				\$0

Intervention: Implement State Initiated Balanced Mathematics Program to Improve Student Achievement. Strategies, Interventions, and Resources

Scientific Based Research: Marzano, B. "Classroom Instruction That Works", 2003. Marzano, B. "What Works in Schools", 2003. Lerman, James. "101 Best Websites for Teacher Tools and Professional Development", 2008.

Hendron, John. "RSS for Educators: Blogs, Newsfeeds, Podcasts, & Wiki's in the Classroom", 2007 "Making Middle Grades Work" 2005, Southern Regional Education Board.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Instructional Facilitator will conduct high quality professional development activities on effective instructional strategies that are aligned to Common Core Standards. Teachers, including special education teachers, will be trained to reduce the achievement disparities among student subgroups. Mentoring will also be provided by this position for teachers in need of help in this area. Funds will also provide for materials and supplies, registration fees, meals, lodging and travel for in state and out of state.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Michelle Staton; Charlotte Calhoun; Debbie Bruick	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>All teachers, including special education teachers, and members of the community have reviewed, researched, and decided to implement the following strategies: *Weekly math journal writings*Response To Intervention tracking to ensure students receive individualized instruction based on academic weakness *Math Specialist will facilitate professional development for teachers *Math Specialist will work cooperatively with math teachers in 6th, 7th and 8th grade to model and implement teaching strategies to reach all learners, including special education students *Periodic use of released items *Summer School *Learning Institute-- Consortium providing standards based tests correlated to Common Core frameworks, *ABC hub, *Technology-- Student use of computer labs, graphing calculators and scientific calculators as part of targeted instruction *visual connections via Mimio,iPads, LCD projectors, document cameras, interwrite boards, wireless laptop computers for small group instruction, Airliners *Manipulatives: using manipulatives to explain content and student exploration *Rubrics-- demonstrating scoring guides for open response questions/writing in math/writing by open response *Graphic organizers *Cooperative Learning *Small group instruction *Peer tutoring *Scholastic Math materials *Math Links- The Arkansas Department of Education (ADE), *Use of Math Navigator with students who have been placed in a double block math class, and the State Mathematics Specialists initiated Math LINKS training for teachers in Grades 5-6 and Grades 7-8. Math LINKS (Learning, Instruction, Knowledge, and Standards) is a two-year professional development</p>	Pam Kenney; Debbie Bruick	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>program designed to assist teachers and administrators in implementing a comprehensive research-based approach to mathematics instruction that is linked with Common Core Standards. \$ Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>Title I funds will be used to hire one full time Math Instructional Facilitator (Laura Fee), 1.00 fte to conduct professional development activities on effective instructional strategies for all teachers that are aligned to Common Core Standards, including special education teachers to help reduce the achievement disparities among student subgroups. Mentoring will also be provided by this position for teachers in need of help in this area. Action Type: Equity Action Type: Special Education</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Employee \$12375.00 Benefits: Title I - Employee \$46530.00 Salaries: ACTION BUDGET: \$58905</p>
<p>The effectiveness of this intervention will be determined by: Formative assessments, classroom walk-throughs/learning tours, teacher tests, surveys, writing rubrics, interim assessments, curriculum maps, portfolios, Summative Assessment - Norm Referenced tests: Benchmark, ITBS Action Type: Program Evaluation</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>All teachers, including special teachers, will receive training in state and out-of-state. Training may include: *Dawson Education Cooperative provided professional development including Math Facilitator meetings *Vertical alignment with ninth grade teachers (transition curriculum planning with high school teachers) *District professional development *University of Arkansas for Medical Sciences *Pinnacle Software *Compass Software* Gizmos* *Reflex Math**Math 180* NCTM (National Council of Teachers of Mathematics) E-Memberships/online training & support Fostering Geometric Thinking Course to promote ways to build geometry and measurement strand concepts as professional development and implementation of activities and student work to be shared, discussed, and evaluated from the perspective of how the student's knowledge is enhanced. *Mobile wireless laptop computer labs and stand alone computers/tablets as needed (including storage units to maintain and secure equipment) to provide individualized instruction for identified/targeted students in 6th, 7th and 8th grade *Use non-fiction reading books to promote careers using mathematics. Attend state and national conferences which will focus on improved student achievement. *Math</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>Links-The Arkansas Department of Education (ADE) and the State Mathematics Specialists initiated Math LINKS training for teachers in Grades 5-6 and Grades 7-8. Math LINKS (Learning, Instruction, Knowledge, and Standards) is a two-year professional development program designed to assist teachers and administrators in implementing a comprehensive research-based approach to mathematics instruction that is linked with Common Core Standards.</p> <p>\$</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance</p>				
<p>NSLA funds will be used to pay for materials, supplies for a Math Instructional Facilitator to help reduce the achievement disparities among student subgroups.</p> <p>Action Type: Equity Action Type: Professional Development</p>	<p>Sue Reeves, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>NSLA (State-281) \$500.00 - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>The district's Human Resource Director will carefully review all qualifications for administrators, teachers, paraprofessionals, and other staff for Bryant Middle School in order to secure best individuals to serve students. All teachers and paraprofessionals will meet the highly qualified requirements as set forth by the Arkansas Department of Education and only teach in areas where they are licensed.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: HQT-Section 2141 Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Don McGohan ; Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>A comprehensive needs assessment will be formulated whereby the data will be analyzed and used for prioritizing core academic decisions for all students, including special education students.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Strategies will be developed at the district and site level to attract highly qualified teachers to better meet the needs of all students. In addition, all new teachers will be assigned a mentor and participate in a formal training process. The district will only assign HQT (Highly Qualified Teachers) to the low achieving students.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Don McGohan; Pam Kenney; Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Professional Learning Communities will meet to align curriculum and create and analyze common assessments for Common Core State Standards. Teachers, including special education teachers, will receive professional development in implementing Common Core State Standards in the classroom. Action Type: Professional Development Action Type: Special Education	Sue Reeves	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$59405

Priority 2: All students will improve their literacy skills targeting: writing (MC), content (OR). literary (OR & MC), practical (OR & MC).

- 6th Grade ACTAAP Literacy 2011-Number Tested & Percent of Students Scoring Proficient/Advanced: 435 Students Tested: 76% of Combined Students 57 Students: 64% of African American Students 28 Students: 75% of Hispanic Students 333 Students: 79% of Caucasian Students 177 Students: 64% of Economically Disadvantaged 15 Students: 57% of LEP Students 46 Students: 24% of Students with Disabilities 2012-Number Tested & Percent of Students Scoring Proficient/Advanced: 337 Students: 50.7% of Combined Students 57 Students: 35.1% of African American Students 23 Students: 39.1% of Hispanic Students 246 Students: 54.9% of Caucasian Students 158 Students: 38% of Economically Disadvantaged 13 Students: 30.8% of LEP Students 29 Students: 13.8% of Students with Disabilities 2013-Number Tested & Percent of Students Scoring Proficient/Advanced: 365 Students - 82% of Combined Students 61 Students - 75% of African American Students 20 Students - 60% of Hispanic Students 271 Students - 84% of Caucasian Students 174 Students - 75% of Economically Disadvantaged Students 9 Students - 55% of LEP Students 36 Students - 28% of Students with Disabilities Based on analysis of three-year trend data: The lowest identified areas for the combined population: practical open response in reading, multiple choice in writing, and literary multiple choice in reading. The lowest identified areas for African-Americans were: content and practical open response in reading and multiple choice in writing and practical content. The lowest identified areas for Caucasians were: content in practical open response and literary multiple choice and writing multiple choice. The lowest identified areas for Economically Disadvantaged were: content in practical open response and practical multiple choice and writing multiple choice. The lowest identified areas for Hispanics were: reading practical multiple choice, writing multiple choice, content open response, and practical reading open response. The lowest identified areas for LEP students were: content, practical, literary, and writing multiple choice. These students also did not score well in content and practical open responses. The lowest identified areas for students with disabilities were: reading content and practical open response, and content and practical multiple choice.
- 7th Grade ACTAAP Literacy 2011-Number Tested & Percent of Students Scoring Proficient/Advanced: 344 Students: 78% of Combined Students 41 Students: 63% of African American Students 22 Students: 63% of Hispanic Students 272 Students: 81% of Caucasian Students 159 Students: 69% of Economically Disadvantaged 7 Students: 57% of LEP Students 28 Students: 27% of Students with Disabilities 2012-Number Tested & Percent of Students Scoring Proficient/Advanced: 422 Students: 51.2% of Combined Students 65 Students: 36.9% of African American Students 31 Students: 25.8% of Hispanic Students 312 Students: 57.7% of Caucasian Students 171 Students: 40.4% of Econ. Disadvantaged 15 Students: 6.7% ELL Students 48 Students: 8.3% of Students with Disabilities 2013-Number Tested & Percent of Students Scoring Proficient/Advanced: 355 Students: 81% of Combined Students 67 Students: 70% of African American Students 22 Students: 82% of Hispanic Students 254 Students: 84% of Caucasian Students 154 Students: 73% of Econ. Disadvantaged 15 Students: 80% LEP Students 39 Students: 36% of Students with Disabilities Based on analysis of three year trend data: The lowest identified areas for the combined population: literary and practical open response and writing multiple choice. The lowest identified areas for African-Americans were: literary and practical open response and writing multiple choice. The lowest identified areas for Caucasians were: literary and practical open response and writing multiple choice. The lowest identified areas for Economically Disadvantaged were: literary and practical open response and writing multiple choice. The lowest identified areas for Hispanics were: literary and practical open response and writing and literary multiple choice. The lowest identified areas for LEP students were: literary and practical open response and content and writing multiple choice. The lowest identified areas for students with disabilities were: literary, content, and practical open response. Students were also low in writing and literary multiple choice.
- 8th Grade ACTAAP Literacy 2011-Number Tested & Percent of Students Scoring Proficient/Advanced: 364 Students: 79% of Combined Students 46 Students: 67% of African American Students 20 Students: 70% of Hispanic Students 283 Students: 81% of Caucasian Students 157 Students: 67% of Economically Disadvantaged 12 Students: 59% of LEP Students 45 Students: 32% of Students with Disabilities 2012-number Tested & Percent of Students Scoring Proficient/Advanced: 347 Students: 55.6% of Combined Students 54 Students: 46.3%

Supporting Data:

of African American Students 23 Students: 26.1% of Hispanic Students 262 Students: 60.3% of Caucasian Students 153 Students: 49% of Economically Disadvantaged 6 Students: 0% ELL Students 27 Students: 3.7% of Students with Disabilities 2013-number Tested & Percent of Students Scoring Proficient/Advanced: 404 Students: 82% of Combined Students 69 Students: 71% of African American Students 25 Students: 80% of Hispanic Students 296 Students: 84% of Caucasian Students 145 Students: 72% of Economically Disadvantaged 13 Students: 53% LEP Students 45 Students: 22% of Students with Disabilities Based on analysis of three year trend data: The lowest identified areas for the combined population: writing multiple choice and content and practical open response. The lowest identified areas for African-Americans were: writing and literary multiple choice and practical and content open response. The lowest identified areas for Caucasians were: literary and writing multiple choice and content and practical open response. The lowest identified areas for Economically Disadvantaged students were: literary and writing multiple choice and content and practical open response. The lowest identified areas for Hispanics were: writing and practical multiple choice and content and literary open response. The lowest identified areas for LEP students were: literary writing multiple choice and literary and practical open response. The lowest identified areas for students with disabilities were: content and practical open response and writing multiple choice and literary, content, and practical multiple choice.

4. IOWA TEST OF BASIC SKILLS Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade: 6 Year 2013 Number Tested 364 % At/Above 50th NPR In: Reading Comprehension 50% Language Total 54% AFRICAN AMERICAN POPULATION Grade: 6 Year 2013 Number Tested 61 % At/Above 50th NPR In: Reading Comprehension 37% Language Total 46% HISPANIC POPULATION Grade: 6 Year 2013 Number Tested 20 % At/Above 50th NPR In: Reading Comprehension 35% Language Total 30% CAUCASIAN POPULATION Grade: 6 Year 2013 Number Tested 270 % At/Above 50th NPR In: Reading Comprehension 54% Language Total 57% ECONOMICALLY DISADVANTAGED Grade: 6 Year 2013 Number Tested 173 % At/Above 50th NPR In: Reading Comprehension 41% Language Total 44% LIMITED ENGLISH PROFICIENT Grade: 6 Year 2013 Number Tested 19 % At/Above 50th NPR In: Reading Comprehension 26% Language Total 237% STUDENTS WITH DISABILITIES Grade: 6 Year 2013 Number Tested 36 % At/Above 50th NPR In: Reading Comprehension 20% Language Total 21% Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade: 7 Year 2013 Number Tested 354 % At/Above 50th NPR In: Reading Comprehension 56% Language Total 53% AFRICAN AMERICAN POPULATION Grade: 7 Year 2013 Number Tested 67 % At/Above 50th NPR In: Reading Comprehension 38% Language Total 43% HISPANIC POPULATION Grade: 7 Year 2013 Number Tested 22 % At/Above 50th NPR In: Reading Comprehension 45% Language Total 46% CAUCASIAN POPULATION Grade: 7 Year 2013 Number Tested 253 % At/Above 50th NPR In: Reading Comprehension 61% Language Total 55% ECONOMICALLY DISADVANTAGED Grade: 7 Year 2013 Number Tested 153 % At/Above 50th NPR In: Reading Comprehension 43% Language Total 44% LIMITED ENGLISH PROFICIENT Grade: 7 Year 2013 Number Tested 15 % At/Above 50th NPR In: Reading Comprehension 39% Language Total 46% STUDENTS WITH DISABILITIES Grade: 7 Year 2013 Number Tested 39 % At/Above 50th NPR In: Reading Comprehension 22% Language Total 23% Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade: 8 Year 2013 Number Tested 402 % At/Above 50th NPR In: Reading Comprehension 59% Language Total 53% AFRICAN AMERICAN POPULATION Grade: 8 Year 2013 Number Tested 68 % At/Above 50th NPR In: Reading Comprehension 42% Language Total 44% HISPANIC POPULATION Grade: 8 Year 2013 Number Tested 25 % At/Above 50th NPR In: Reading Comprehension 51% Language Total 43% CAUCASIAN POPULATION Grade: 8 Year 2013 Number Tested 295 % At/Above 50th NPR In: Reading Comprehension 63% Language Total 56% ECONOMICALLY DISADVANTAGED Grade: 8 Year 2013 Number Tested 144 % At/Above 50th NPR In: Reading Comprehension 47% Language Total 43% LIMITED ENGLISH PROFICIENT Grade: 8 Year 2013 Number Tested 13 % At/Above 50th NPR In: Reading Comprehension 36% Language Total 30% STUDENTS WITH DISABILITIES Grade: 8 Year 2013 Number Tested 44 % At/Above 50th NPR In: Reading Comprehension 26% Language Total 20%
5. Attendance Rate: 2012-2013 Enrollment: 1155 Attendance rate was: 2011-2012 Enrollment: 1114 Attendance rate was: 97.4% 2010-2011 Enrollment:1030 Attendance rate was 99.7% 2009-2010 Enrollment was 1030 Attendance rate was 99.8%
- 6.
- 7.

Goal All students will improve their literacy skills targeting: writing (MC), content (OR). literary (OR & MC),practical (OR & MC).

Benchmark 82.41% of all students were proficient or advanced in 2013. By Year -- % of students proficient: 2014 - 84.27% 2015 - 86.01% 2016 - 87.76% 2017 - 89.51%

Intervention: Curriculum Mapping/Alignment with Common Core State Standards -- Strategies, Interventions, and Resources

Scientific Based Research: Drake, Susan M., "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012 Jacobs, Heidi Hayes. "Curriculum 21 Essential Education for a Changing

World" January 2010. "The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective nProfessional Development" Jacobs and Johnson. 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>District committees with representatives from each grade level, including special education teachers, have developed district curriculum called Common Core. Curriculums are implemented into lessons and are adjusted regularly as needs are identified. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Dr. Bruick, Denise Mueller	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Weekly Professional Learning Community Meetings by grade level to align curriculum and create and analyze common assessments. Ongoing PD in implementation of Common Core State Standards Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Pat Harris; Denise Mueller	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Teachers, including special education teachers, will continue meeting with core subject areas to update and maintain curriculum maps and pacing guides at each grade level to include materials and strategies for teaching novels. These will reflect the new order of skills tested on interim assessments to improve ACTAAP scores. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Denise Mueller	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>After reviewing district scores and researching articles on technology to supplement needs of students, a computer lab was developed. Computers were purchased and all teachers, including special education teachers, were trained to incorporate the use of software in their lesson plans. Evaluation of the lab will be conducted by teacher observation, improved literacy scores in classroom and standardized test scores. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Tracy Paul	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>The effectiveness of this intervention will be determined by: Formative assessment: classroom walk throughs, teacher tests, interim assessments, curriculum maps, and portfolios Summative Assessment - Norm Referenced Tests: Benchmark, ITBS Action Type: Program Evaluation</p>	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Literacy teachers, including special education teachers, and members of the community shall review, research, and implement the strategies/programs that are pertinent to their student population: *Reading/writing workshop *Literacy Lab model *RTI tracking to ensure students receive individualized instruction based on academic weakness *Classroom technology: *iPods *iPads * tablets *charging storage carts *mobleie computer labs *document cameras *interactive boards *LCD projectors *Writing competitions *Use of non-fiction texts for increased performance on practical and informational open response questions *Rosetta Stone software for ELL students *Read 180 *System 44 *Double-blocked literacy classes for non-proficient students *Co teaching *Periodic use of Benchmark multiple choice and open response released items *Rubrics - demonstrating scoring guides for open response and writing pieces *Classroom sets of non-fiction and historical fiction books *All</p>	Denise Mueller	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

teachers, including special education teachers, will receive training in-state and out-of-state focused on strategies which could improve student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
Teachers and administrators will participate in assessment decisions in order to provide information and improve the achievement of individual students. Action Type: Collaboration Action Type: Program Evaluation	Sue Reeves, Denise Mueller	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Academic Improvement Plan (AIP) Program- Strategies, Interventions, and Resources

Scientific Based Research: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone Copyright © 2012 McREL Marzano. Robert J., and Tammy,. Heflebower. Teaching & Assessing 21st Century Skills. Bloomington, IN: Marzano Research Laboratory, 2011, Print.(2012): 387-91. Print. Moss, Barbara, and Virginia S. Loh. "35 Strategies for Guiding Readers Through Informational Texts." 2010

Actions	Person Responsible	Timeline	Resources	Source of Funds
Train teachers, including special education teachers, on guidelines and implementation of in school remediation known as RTI (Response to Intervention). Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education	Rick Pilcher; Melaine Henner	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
An intervention team (PALS/RTI Team), consisting of teachers, including special education teachers, curriculum specialists as well as other building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards after implementation of standards-based supplemental strategies. The PALS/RTI Team will recommend intensive interventions such as additional time in an alternative curriculum, early intervention services, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards. \$ Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Tracy Paul; Rick Pilcher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Implementation of additional 30 minutes intervention/enrichment class twice a month. The school will utilize interim assessments to determine student placement in intervention/enrichment. Web-based remediation will be implemented (Compass Learning software). The district will utilize the interim assessments to determine student proficiency to exit remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Dr. Lesa Lindberg	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students who are experiencing difficulty mastering the proficient level shall be provided with effective and timely additional assistance. These students are identified as not on grade level through progress reports, report cards, site-based Interim Assessments, and standardized test scores. Students	Brenda Rodgers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>will have an Academic Improvement Plan (AIP) program developed to meet individual needs. Students will have certified and non-certified staff members to support them in areas of instruction, tutoring, counseling, and mentoring. Students identified in grades 7-8 will be double-blocked based on space and scheduling. Students identified in grade 6 are placed in a remediation strategic reading class. Students in grade 6 will participate in teaming and will receive additional curriculum assistance from their team teachers.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>				
<p>As a response to intervention (RTI), Read 180 was purchased and implemented. Read 180 is a program that is uniquely designed to address the needs of struggling readers. It is designed to close the achievement gap and leave no student behind. It is centered around a 55 minute instructional model: whole group direct instruction, small group rotation, and whole group wrap-up. Non-proficient students are double blocked for literacy. Students identified as below grade level in reading, including special education and ELL (in a modified block)students are targeted. \$</p> <p>Action Type: Program Evaluation</p>	Sue Reeves, Vickie Kingston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>With the coordination and integration of research based programs such as System 44 and Read 180 the goal is to improve student achievement in all core areas- not just language arts. System 44 has been purchased. System 44 is a program that is uniquely designed to address the needs of the lowest struggling readers (i.e. CBI-Total Resource). It is designed to close the achievement gap and leave no student behind. It is modeled after the Read 180 program. Students identified as below grade level in reading, including special education students, are targeted. \$</p> <p>Action Type: Equity Action Type: Special Education</p>	Sue Reeves, Vickie Kingston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>The effectiveness of this intervention will be determined by: Formative assessment: classroom walk throughs, teacher tests, interim assessments, curriculum maps, student records, and portfolios Summative Assessment: Benchmark, ITBS</p>	Vickie Kingstone	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Encourage use of the District's resources for parents and students to include parents in student homework policies. Parent resources are located in the middle school library. Encourage parents to access teacher web pages through the school website to be informed of class activities and student assignments. Presentation System for Library Media Center where scheduled classes come in and work on Compass Learning lessons, and Textbook Materials – utilizing surround sound / headphones as an option to help students remain focused. \$</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Rick Pilcher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Students will be afforded after school tutorial services two days per week in an effort to remediate weakness and areas of literacy and math.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>A core schoolwide planning team, consisting of teachers, paras, parents and administrators will be formed to develop and modify strategies within the ACSIP plan aimed at improving student achievement for all students, including special education students. This plan will be shared with the entire staff and community for input, as well as with an external technical provider from the ADE Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Sue Reeves; Delton Kitchell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>The certified staff will review the ACSIP plan as it relates to student achievement and vote to support the plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sue Reeves, Connie Thomas</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>The staff will disaggregate student data by subgroups to make instructional decisions and design strategies to meet the needs of those at-risk/underserved populations. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>The staff will seek out scientifically-based research strategies to provide additional assistance to the struggling learner, particularly to those specific needs of targeted subgroups as well as to individual students who have failed to make progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Denise Mueller</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Implement State Initiated Balanced Literacy Program to Improve Student Achievement. -- Strategies, Interventions, and Resources

Scientific Based Research: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone Copyright © 2012 McREL Marzano, Robert J., and Tammy,. Heflebower. Teaching & Assessing 21st Century Skills. Bloomington, IN: Marzano Research Laboratory, 2011. Print. Drake, Susan M., "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012 Frey and Fisher. "The formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning." 2011

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Plan evaluation--The effectiveness of this intervention will be determined by: *Classroom walkthroughs *Teacher observation *Rubrics *Interim Assessments--Standards based, site-based test *Standardized test *Chapter</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>

<p>tests/quizzes Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>				
<p>Literacy teachers, including special education teachers, and members of the community shall review, research, and implement the strategies/programs that are pertinent to their student population: *Reading/writing workshop *Literacy Lab model *RTI tracking to ensure students receive individualized instruction based on academic weakness *Classroom technology: *iPods *mobile computer labs *document cameras *interactive boards *LCD projectors *Tablets *Writing competitions *Use of non-fiction texts including but not limited to Scholastic magazines for increased performance on practical and informational open response questions *Rosetta Stone software for ELL students *Compass software *Read 180 *System 44 *Double-blocked literacy classes for non-proficient students *Co teaching *Periodic use of Benchmark multiple choice and open response released items *Rubrics - demonstrating scoring guides for open response and writing pieces *Classroom sets of non-fiction and historical fiction books *All teachers, including special education teachers, will receive training in-state and out-of-state focused on strategies which could improve student achievement Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Pat Harris; Denise Mueller</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>All teachers, including special education teachers, will receive training in state and out-of-state. Training will include: *Dawson Education Cooperative *In-state and out-of-state professional development offerings *Vertical alignment with ninth grade teachers (transition curriculum planning with high school teachers) *Literacy Specialist Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Pam Kenney</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire one full time Literacy Instructional Facilitator (Dawn Higgs) 1.00 Fte to conduct professional development activities on effective instructional strategies for all teachers that are aligned to the AR Frameworks, including special education teachers to help reduce the achievement disparities among student subgroups and specifically address the Special Education population which created Year 1 School Improvement. Mentoring will also be provided by this position for teachers in need of help in this area. Funds will also provide for</p>	<p>Sue Reeves, 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 \$14600.00 Benefits: Title I - Employee \$56275.00 Salaries: ACTION BUDGET: \$70875</p>

materials and supplies,books, registration fees, meals, lodging and travel for in state and out of state. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education				
Title I funds will be used to purchase general materials and supplies, including technology (chromebooks and storage/charging units) to maintain and secure said items necessary to support the instructional program within the school for identified students. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Sue Reeves, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title I - Materials & Supplies: \$4998.98 ACTION BUDGET: \$4998.98
National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for purchased services (online access to Catch Up Math), materials and supplies for RTI and PARCC, implement a Summer School Program, hire a nurse for Summer School, provide a Before/After School Tutoring Program (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks) and hire a .132 School Social Worker (Lisa McNeely). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the AR Frameworks), capital outlay (laptop computer), registration, travel, and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups. Materials and supplies for a Literacy Specialist is also included. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sue Reeves, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	NSLA (State-281) - Capital Outlay: \$2000.00 NSLA (State-281) - Purchased Services: \$3066.00 NSLA (State-281) - Materials & Supplies: \$7066.00 NSLA (State-281) - Employee Benefits: \$8733.00 NSLA (State-281) - Employee Salaries: \$38339.00 ACTION BUDGET: \$59204
The effectiveness of this intervention will be determined by: Formative assessment: classroom walk-throughs, teacher tests, interim assessments, curriculum maps, and portfolios. Summative Assessment: Benchmark, ITBS Action Type: Program Evaluation	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
In conjunction with the math priority, all instruction is provided by highly qualified teachers. Teacher observation and test scores will be used to identify the targeted students from greatest to least in need.	Sue Reeves, Denise Mueller	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district's Human Resource Director will carefully review all qualifications for administrators, teachers, paraprofessionals, and other staff for Bryant Middle School in order to secure	Don McGohan; Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>best individuals to serve students. All teachers and paraprofessionals will meet the highly qualified requirements as set forth by the Arkansas Department of Education and only teach in areas where they are licensed. Action Type: Collaboration Action Type: Equity Action Type: HQT-Section 2141 Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>A comprehensive needs assessment will be formulated whereby the data will be analyzed and used for prioritizing core academic decisions for all students, including special education students. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Sue Reeves, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$135077.98</p>

Intervention: Parental Involvement--Parent/community members will be encouraged to be full partners in the education of our children and be afforded multiple opportunities to get involved and help develop the school's improvement plan. Strategies, Interventions, and Resources

Scientific Based Research: Hayes, D. (2012). Parental Involvement and Achievement Outcomes in African American Adolescents. Journal Of Comparative Family Studies, 43(4), 567-582. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone Copyright © 2012 McREL Howard, T. C, & Reynolds, R. (2008). Examining parent involvement in reversing the underachievement of African American students in middle-schools. *Educational Researcher*, 32(2), 79- 98.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>In order to establish an effective parental/community involvement plan, it is essential that communication between parents, school educators, and community members be frequent, clear and two-way using Edmodo. BMS will strive to strengthen communication through various methods such as: school website; Parent Link; Pinnacle Internet Parent Viewer; Edmodo; monthly school calendar; school handbook; shadowing program; principal memos; new student orientation; "Parent Involvement" open house where family kits are made available; quarterly and interim progress reports; Career Action Plan (CAP) Conferences; parent center; teacher/parent emails; school email notification system; phone calls. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Sue Reeves, Lisa Gattin, Heather Fusilier</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>In order to include families/community members as advisors in school decisions, Bryant Middle School(BMS) encourages parents/community leaders to participate in the following forums with the understanding that the principal is accountable for the operation of the school and has the final responsibility for all decisions made at the site. They are:</p>	<p>Sue Reeves, Principal; Lisa Gattin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

<p>handbook revision committee (each spring); school/district ACSIP committees; various parental organizations including PTO, & Community for Kids and Watch Dog Dads. *Develop strategies to boost attendance of PTO meetings. *Back to School Kickoff/Introduction meeting. *Membership drive and goals shared. *Monthly meetings and special events. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>				
<p>District Funds will be used to provide the required two hours of training in parental involvement for teachers and three hours of training for administrators. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Pam Kenney, Lisa Gattin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire a .255 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: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Pam Kenney, Director of Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials \$510.00 & Supplies: Title I - Employee \$5361.00 Salaries: Title I - Employee \$1678.00 Benefits: ACTION BUDGET: \$7549</p>
<p>All parents will be invited to an advertised Open House Night to welcome parents and students to their school and to share expectations for the school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Lisa Gattin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>The district will designate one Parent/Teacher Conference and one CAP (Career Action Planning) conference each school year. At the end of the school year, the school will publish a notice in the local newspaper and/or on the district website thanking the parents as a group for attending the conferences. Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Sue Reeves, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Administrators, teachers and parents will develop a volunteer resource book including: a parent interest survey, an option for parents to designate how frequently they would participate in the program, and include opportunities for parents to assist from home. In addition, a needs assessment survey will be</p>	<p>Lisa Gattin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

<p>administered to parents and community members regarding various aspects of curriculum and management of the school. The data collected will be reviewed and evaluated. Specific strategies will be designed to help with student transition from the elementary setting to the middle school. Volunteering is an integral part of a good parental/community involvement plan. Parents and community leaders are encouraged to take an active role in school's ongoing activities to stay involved in the education of their children. The following are suggested ways/strategies in which parents and community leaders can help improve the learning process of our students: guest speakers; guest readers; chaperons for field trips; volunteers during emergency situations; engage in special class projects; shelve books in library; help with book fair; help with club/team fundraisers; Science Fair; Spelling Bee; Geography Bee; open house preparations; new student orientation; cultural awareness activities, registration; club programs; attend special class presentations and view student projects; family literacy services, assist teachers with copy needs, assist with student health screening, and aid in the Special Olympic competition. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>The Parent Teacher Organization (PTO) was formed for grades 6-8. All parents are encouraged to participate in this organization. Parents will be notified of meetings through school email notification system, phone calls, and notes home. This organization will also serve on the Alumni Advisory Committee. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>, Lisa Gattin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Bryant Middle School strives to collaborate with community leaders and businesses in order to coordinate resources and services of the school, students, families, agencies, and other groups to support high achievement for all students. Some of these groups are: Chamber Education Committee; the Boys and Girls Club, guest speakers; The Real Deal; the Rice Depot; guest readers; special classroom project needs; special school project needs; student, family needs (coordinated with Family Center services & school counselors); special student rewards donated through area businesses. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Lisa Gattin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

Action Type: Special Education				
Statements attesting to the school district's commitment to parental involvement are located on the district and school website. Tips for how parents can foster their child's success can be viewed on the district website and/or teacher distribution lists. Assignments are posted by each teacher through the school website and updated weekly per teacher guidelines. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Dee Ann Shepard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A committee of teachers, parents, and staff will annually review, revise, and distribute the parent involvement policy and School-Parent-Compact. The School-Parent-Compact will be distributed to the parents of identified students scoring below proficient. The components of the Parent-Compact will be reviewed each semester to assure all parties are fulfilling their roles and responsibilities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Sue Reeves, 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: Program Evaluation	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by: Formative assessment: parent and community surveys and PTO minutes. Action Type: Parental Engagement	Sue Reeves	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Hold parent meetings explaining SES(Supplemental Educational Services) for qualifying students to receive additional outside tutorial assistance. English and Spanish letters were mailed home prior to the start of this school year notifying parents that Bryant Middle School is in Year 3 of School Improvement.	Sue Reeves, Dr. Debbie Bruick	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$7549

Priority 3: Bryant Middle School will coordinate a schoolwide effort to combat childhood obesity and related illnesses and help improve the health of our students.

1. Body Mass Index (BMI) 2012-2013 6th Grade Males (342) Healthy or underweight 60.2% Overweight or Obese 39.8% Females (323) Healthy or underweight 63.5% Overweight or Obese 36.5% 8th Grade Males (343) Healthy or Underweight 59.5% Overweight or Obese 40.5% Females (310) Healthy or Underweight 63.5% Overweight or Obese 36.5%
2. Body Mass Index (BMI) 2011-2012 6th Grade Males (161) Underweight 3.7% Healthy 50.9% Overweight 16.8% Obese 28.6% Females (156) Underweight 3.8% Healthy 60.9% Overweight 17.9% Obese 17.3% 8th Grade Males (150) Underweight 3.3% Healthy 63.3% Overweight 17.3% Obese 16% Totals Males (311) Underweight 3.5% Healthy 56.9% Overweight 17% Obese 22.5% Totals Females (335) Underweight 4.8% Healthy 61.8% Overweight 17.6% Obese 15.8%
3. Body Mass Index (BMI) 2010-2011 6th Grade Males (139) 61.2% Healthy or Underweight 17.3% Overweight 21.6% Obese 6th Grade Females (159) 61.6% Healthy or Underweight 13.8% Overweight 24.5% Obese 8th Grade Males (172) 59.9% Healthy or Underweight 17.4%

Supporting Data:

- Overweight 22.7% Obese 8th Grade Females (151) 58.3% Healthy or Underweight 19.2% Overweight 22.5% Obese
- 4. Attendance Rate: 2012-2013 Enrollment was: 1155 Attendance rate was: 98.6% 2011-2012 Enrollment was 1114 Then attendance rate was 97.4% 2010-2011 Enrollment was 1030 The attendance rate was 99.7% 2009-2010 Enrollment was 1030 The attendance rate was 99.8%
- 5. Cafeteria menus for breakfast and lunch are posted online.

Goal All students will improve their overall health and wellness targeting: obesity, nutrition, and physical fitness.

Benchmark To meet standards set by State and Federal law. In addition, annually the percent of students identified by the BMI index as being obese will improve by 2%

Intervention: Implement a comprehensive school health program including strategies, interventions, and resources				
Scientific Based Research: Arkansas Act 1220 of 2003 Centers for Disease Control and Prevention (Last Page update-August 27, 2012). Physical Activity. (DHHS Report) Washinton, D.C. Retrieved from http://www.ced.gov/healthyplaces/heathtopics/physactivity.html . Centers for Disease Control and Prevention (Last Page Update-August 15, 2012). Suicide Prevention: Youth Suicide (DHHS Report) Washington, D.C. Retrieved from http://ww.cec.gov/violence prevention/pub/youth_suicide.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An integrated curriculum "Teen Health" published by Glencoe will be taught by physical education teachers one day a week for the entire school year. This will include integrating writing across the curriculum. An abstinence curriculum will be taught to the 8th grade. Family and Consumer Science class textbook Discovering Life Skills addresses the wellness of the students. Elective classes and activities such as sports teams and spirit groups will also expose students to a healthy lifestyle and exercise. Teachers and coaches will attend professional development oportunities that includes implementation of how to maintain a healthy lifestyle in their specific curriculum or activity. Principals will observe the implementation of specific curriculum through classroom walk throughs. There will also be a comparison of data between the School Health Index and Body Mass Index. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness	DeAnna Ward	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Physical education activities will include student participation to meet or exceed the 150 minute state requirement. All physical education classes will be taught by a certified physical education teacher. This requirement may be met through scheduled physical education classes and physical activities during the regular school day. (Activities will include walking programs, intramurals, and the integration of physical activity into the academic curriculum. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity. Action Type: Collaboration Action Type: Special Education Action Type: Wellness	DeAnna Ward	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The following nutritional changes have been made in the school cafeteria to encourage healthy eating: Meals served through the National School Lunch and Breakfast Program will be appealing and attractive to children; served in a clean and pleasant setting; meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; offer a variety of	Gay Sellers, Susan Ward	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>fruits and vegetables; serve only low-fat and fat-free milk and nutritionally-equivalent non-dairy alternatives; schools should engage students and parents, through taste-tests of new entrees, surveys, in selecting foods sold through the school meal programs to identify new, healthy and appealing food choices; breakfast-to ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn; schools will not withhold food or beverages as a punishment; During the declared school day, the middle school shall not serve, provide access to (through direct or indirect sales) or use as reward any FMINV or competitive food to students anywhere on school premises until 30 minutes after the last lunch period has ended. The maximum portion list according to the Arkansas Child Health Advisory Committee shall be followed. Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>				
<p>The following health services are offered through the nurse's office: Vision screening, hearing screening, scoliosis screening, Body Mass Index (BMI), immunizations, and medical referrals. Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	Miranda Jackson, school nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>A healthy school environment: Students will have access to hand washing or sanitizing before meals and snacks; students will be discouraged from sharing food and beverages with one another during meal and snack times; snacks served during the school day will make a positive contribution to children's diets and health; when snacks are served, fruits and vegetables will be emphasized and water will be the primary beverage, classes will not use food or beverages as rewards for academic performance or good behavior; celebrations during the day will be limited to no more than once per month and be designated by the school; our school will follow healthy guidelines when participating in fund raising events; our school will encourage fundraising events that promote physical activity; our school will make available a list of acceptable fundraising activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	Sue Reeves	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>The Leadership Team will annually review data, school surveys and reports to determine the effectiveness of this intervention. Administrative staff will also annually provide on site review. Action Type: Program Evaluation Action Type: Wellness</p>	Sue Reeves, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<p>The following will be implemented through PE classes to target wellness and physical fitness of students: *Create a virtual gym using Wii video game systems with Wii fit boards and projectors. *Attend professional development opportunities both in state and out-of-state which target childhood obesity/wellness *coach additional sports including intramural programs and help with off-season programs Action Type: Technology Inclusion</p>	DeAnna Ward; Rick Pilcher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Title I Schoolwide Action Type: Wellness				
Researched based strategies will be designed to address the social and emotional needs of all children in the school, but particularly the needs of the low-achieving children and those at risk of not meeting state standards. Strategies to meet these needs include, but not limited to, counseling, student services, mentoring, applied learning, and vocational/technical education programs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Brenda Rodgers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

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

- Supporting Data:
- 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.

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

Benchmark In the 2011 school year, ELL students were 59.38% proficient in literacy. In Year: Will be Proficient
2012 62.77% 2013 66.15% 2014 69.54% 2015 72.92% 2016 76.31% 2017 79.69%

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency. Double Blocking, Response to Intervention, 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
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	Start: 07/01/2013 End: 06/30/2014	• Teachers	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	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$

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 student class size. Action Type: Equity	Katrina Cox	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	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
English Language Learners (ELL) restricted categorical state funding will be used to pay for 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	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ELL (State-276) - Materials & Supplies: \$481.00 ACTION BUDGET: \$481
Title III funds will be used for general materials and supplies, postage, 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	Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	Title III - Purchased Services: \$2192.00 Title III - Materials & Supplies: \$1315.00 Title III - Employee Salaries: \$458.00 Title III - Employee Benefits: \$101.00 ACTION BUDGET: \$4066
Total Budget:				\$4547

Priority 5: Priority 1: Students in the Targeted Achievement Gap Group will improve their math skills in the specific areas of: open response for number & operations, measurement, and data analysis, probability, geometry, and algebra.

Supporting Data:

- 2013 Mathematics Targeted Achievement Gap Group: Status Performance AMO: 77.57% Achieved: 73.32%
- Number of Students Tested: 413 Economically Disadvantaged: 345 English Language Learners: 27 Students with Disabilities: 41
- Annual Measurable Objectives: 2014: 79.81% 2015: 82.05% 2016: 84.3% 2017: 86.54%

Goal: All students in the Targeted Achievement Gap Group will improve their math skills in the specific areas of: open response for number & operations, measurement, and data analysis, probability, geometry, and algebra.

Benchmark: Mathematics Targeted Achievement Gap Group students who were tested in 2013 were 73.32% Proficient/Advanced. The Status Performance AMO target was 77.57%. Annual Measurable Objectives for year: 2014: 79.81% 2015: 82.05% 2016: 84.3% 2017: 86.54%

Intervention: Implement Academic Improvement Plan (AIP) Program- Strategies, Interventions, and Resources

Scientific Based Research: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone Copyright © 2012 McREL Marzano. Robert J., and Tammy, Heflebower. Teaching & Assessing 21st Century Skills. Bloomington, IN: Marzano Research Laboratory, 2011, Print. (2012): 387-91. Print.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>An intervention team (PALS/RTI Team), consisting of teachers, including special education teachers, curriculum specialists as well as other building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards after implementation of standards-based supplemental strategies. The PALS/RTI Team will recommend intensive interventions such as additional time in an alternative curriculum, early intervention services, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Pam Kenny; Tracy Paul	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
<p>All teachers, including special education teachers, will be trained on guidelines and implementation of in school remediation. The Learning Center will be open during school to assist with the remediation program for eligible students. Mobile computer carts will be added including laptops, calculators, batteries, etc. for remediation of identified students. Non-proficient students will be double blocked based on space and scheduling. Implementation of an additional 20-minute remediation/enrichment class for all students, including special education students twice per month. Use of mobile computer cart for added instruction. The school will utilize PALS team to review student data for remediation/enrichment placement.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Dr. Lesa Lindberg	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
<p>Students who are experiencing difficulty mastering the proficient level shall be provided with effective and timely additional assistance. These students are identified as not on grade level through progress reports, report cards, site based Interim Assessments, and standardized test scores. Students will have an Academic Improvement Plan (AIP) program developed to meet individual needs. Students will have certified and non-certified staff members to support them in areas of instruction, tutoring, and counseling, and mentoring. These students will be double blocked based on space and scheduling. Many will be given additional curriculum assistance from their Advisory teacher. 6th grade students will participate in teaming and will receive additional curriculum assistance through their team teachers. Teachers will have student AIPs on hand which show the interventions in place.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Brenda Rodgers, Tamra Lambert, Katie Squires, Dr. Lindberg, All Teachers	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
<p>The effectiveness of this intervention will be determined by: Formative assessment: classroom walk-throughs, teacher tests, writing rubrics, interim assessments, and curriculum maps. Summative Assessment: Benchmark, ITBS</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Rick Pilcher	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
<p>The staff will disaggregate student data by subgroups to make instructional decisions and design strategies to meet</p>	Sue Reeves	Start: 07/01/2013		ACTION

the needs of those at-risk/underserved populations. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: SIF 1003(a) 10-11 Action Type: Technology Inclusion Action Type: Title I Schoolwide		End: 07/01/2014		BUDGET: \$
The staff will seek out scientifically-based research strategies to provide additional assistance to the struggling learner, particularly to those specific needs of targeted subgroups as well as to individual students who have failed to make progress. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Laura Fee	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
Students will be afforded after school tutorial services two days per week in an effort to remediate weakness in areas math. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Sue Reeves	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
Students will be provide access to Reflex Math. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Sue Reeves	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Abels, Dane	Teacher	Math
Classroom Teacher	Akers, Josh	Teacher	Math
Classroom Teacher	Atkinson, Libby	Teacher	Math
Classroom Teacher	Bailey, Marybeth	Teacher	Parental Involvement
Classroom Teacher	Beard, Ashley	Teacher	Science
Classroom Teacher	Bevill, Tiffany	Teacher	Math
Classroom Teacher	Calhoun, Charlotte	Math Co-Chair	Steering
Classroom Teacher	Catton, Debra	Teacher	Literacy
Classroom Teacher	Chism, Laura	Teacher	Literacy
Classroom Teacher	Curlin, Sara	Teacher	Math
Classroom Teacher	Cyr, Lavon	Teacher	Literacy
Classroom Teacher	Frisby, Megan	Teacher	Literacy
Classroom Teacher	Gattin, Lisa	Teacher	Literacy
Classroom Teacher	Gerber, Linda	Teacher	Math
Classroom Teacher	Grady, David	Teacher	Wellness
Classroom Teacher	Gramlich, Amy	Teacher	Literacy
Classroom Teacher	Greise, Kim	Teacher	Sped
Classroom Teacher	Hanson, Kathy	Teacher	Sped
Classroom Teacher	Harper, Caleb	Teacher	Math
Classroom Teacher	Harper, Mary Grace	Teacher	Math
Classroom Teacher	Harris, Pat	Literacy Co-Chair	Steering
Classroom Teacher	Hart, Brenda	Teacher	Math
Classroom Teacher	Hays, Kenny	Teacher	Math
Classroom Teacher	Henner, Melaine	Sped Designee	Sped

Classroom Teacher	Holt, Lori	Teacher	Sped
Classroom Teacher	Horn, Kenny	Teacher	Wellness
Classroom Teacher	Humphry, Shannon	Teacher	Sped
Classroom Teacher	Isenhour, Jennifer	Teacher	Math
Classroom Teacher	Jacobs, Tammy	Teacher	Literacy
Classroom Teacher	James, Jennie	Teacher	Sped
Classroom Teacher	Jeffries, Susan	Teacher	Literacy
Classroom Teacher	Jobe, Kim	Teacher	Math
Classroom Teacher	Knight, Terry	Teacher	Literacy
Classroom Teacher	Lancaster, Ray	Teacher	Literacy
Classroom Teacher	Lee, Wilma	Teacher	Literacy
Classroom Teacher	Long, Heath	Teacher	Wellness
Classroom Teacher	Malcolm, Elizabeth	Teacher	Literacy
Classroom Teacher	Meyer, Cristina	Teacher	Wellness
Classroom Teacher	Meyer, Cristina	Teacher	Wellness
Classroom Teacher	Murillo, Jennifer	Teacher	Sped
Classroom Teacher	Murray, Caitlyn	Teacher	Literacy
Classroom Teacher	Nichols, Joni	Teacher	Literacy
Classroom Teacher	Olsen, Megan	Teacher	Math
Classroom Teacher	Overstreet, Kim	Teacher	Math
Classroom Teacher	Pennington, Jim	Teacher	Literacy
Classroom Teacher	Perry, Ben	Teacher	Math
Classroom Teacher	Plack, Brooke	Teacher	Literacy
Classroom Teacher	Porter, DeAnna	Teacher	Wellness
Classroom Teacher	Price, Jason	Teacher	Math
Classroom Teacher	Reese, Kim	Teacher	Literacy
Classroom Teacher	Rivers, Pam	Teacher	Literacy
Classroom Teacher	Royal, Donna	Teacher	Literacy
Classroom Teacher	Sample, Nicole	Teacher	Literacy
Classroom Teacher	Seal, Dale	Teacher	Literacy
Classroom Teacher	Short, Sharon	Sped Teacher	Sped
Classroom Teacher	Smothermon, Brad	Teacher	Wellness
Classroom Teacher	Staton, Michelle	Math Co-Chair	Steering
Classroom Teacher	Stefan, Elizabeth	Teacher	Math
Classroom Teacher	Stonecipher, Barner	Teacher	Math
Classroom Teacher	Thomas, Connie	SpedTeacher	Steering Chair
Classroom Teacher	Tinsley, Jessica	Teacher	Sped
Classroom Teacher	Townsend, Jennifer	Teacher	Math
Classroom Teacher	Trantham, Karen	Teacher	Math
Classroom Teacher	Vaughn, Annette	Literacy Co-Chair	Steering
Classroom Teacher	Ward, DeAnna	Wellness Co-Chair	Steering
Classroom Teacher	Weihe, Sandra	Teacher	Literacy
Classroom Teacher	Welch, Heather	Teacher	Math
Classroom Teacher	White, Missy	Sped Teacher	Sped
Classroom Teacher	Wieser, Sharon	Teacher	Math
Classroom Teacher	Williams, Trina	Teacher	Literacy
Classroom Teacher	Wilson, Katie	Teacher	Math
Classroom Teacher	Wilson, Kim	Teacher	Literacy
Classroom Teacher	Wright, Terri	Teacher	Literacy
District-Level Professional	Bruick-Jones, Deborah	Assistant Superintendent	Federal Advisory
District-Level Professional	Fee, Laura	Math Specialist	Steering
District-Level Professional	Kenney, Pam	Director of Testing and Prof. Dev.	Steering
District-Level Professional	Kitchell, Delton	Director of Administrative Services	Federal Advisory
Non-Classroom Professional Staff	Anderson, Carla	Paraprofessional	Sped

Non-Classroom Professional Staff	Caddy, Lana	Secretary	Wellness
Non-Classroom Professional Staff	Cox, Katrina	ELL Specialist	Literacy
Non-Classroom Professional Staff	Cravens, Jeff	Paraprofessional	Literacy
Non-Classroom Professional Staff	Davis, Tammy	Nursing Supervisor	Wellness
Non-Classroom Professional Staff	Dinsmore, Kristina	Para	Literacy
Non-Classroom Professional Staff	Greise, Joe	Paraprofessional	Literacy
Non-Classroom Professional Staff	Higgs, Dawn	Literacy Specialist	Literacy
Non-Classroom Professional Staff	Jackson, Miranda	Nurse	Wellness
Non-Classroom Professional Staff	Lambert, Tammy	Counselor	Math
Non-Classroom Professional Staff	Lindberg, Lesa	Assistant Principal	Steering
Non-Classroom Professional Staff	Lindsey, Kim	Counselor Secretary	Math
Non-Classroom Professional Staff	Michaelson, Casey	Paraprofessional	Math
Non-Classroom Professional Staff	Parson, Deborah	Paraprofessional	Math
Non-Classroom Professional Staff	Parson, Janet	Library Paraprofessional	Literacy
Non-Classroom Professional Staff	Paul, Tracy	Media Specialist	Steering
Non-Classroom Professional Staff	Pike, Melanie	Speech Pathologist	Sped
Non-Classroom Professional Staff	Pilcher, Rick	Assistant Principal	Wellness
Non-Classroom Professional Staff	Rodgers, Brenda	Teacher	Math
Non-Classroom Professional Staff	Sanchez, Linda	Secretary	Wellness
Non-Classroom Professional Staff	Shepard, Dee Ann	Principal's Secretary	Math
Non-Classroom Professional Staff	Squires, Katie	Teacher	Literacy
Non-Classroom Professional Staff	Turpin, Cathy	Para-Professional	Wellness
Non-Classroom Professional Staff	Wallace, Thomas	Paraprofessional	Math
Non-Classroom Professional Staff	Ward, Susan	Food Service Manager	Wellness
Non-Classroom Professional Staff	Williams, Marie	Paraprofessional	Literacy
Parent	Fuselier, Heather	Advisory Chair	Advisory
Parent	Gravesen, Chris	Parent	Parental Involvement
Parent	Riggin, Barbara	Parent	Parental Involvement
Principal	Reeves, Sue	Principal	Steering and Federal Advisory