

School Plan

BRYANT MIDDLE SCHOOL
200 N.W. FOURTH ST.,BRYANT, AR 72022

Arkansas Comprehensive School Improvement Plan

2014-2015

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

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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: ELL and Title III funds will be used to improve 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 6: Literacy-Needs Improvement

Goal: All students in the Targeted Achievement Gap Group will improve their literacy skill in the specific areas of: writing (MC), content (OR). literary (OR & MC),practical (OR & MC).

Priority 7: ALE

Goal: To support students academically, physically, and emotionally through an Alternative Learning Environment.

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.

Supporting Data: 1. 6th Grade ACTAAP Mathematics 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%. 2014 Total Number of Students Tested & Percent of Students Scoring Proficient/Advanced: 370 Combined Students: 73%, 82 African American Students: 62%, 25 Hispanic Students: 64%, 236 Caucasian Students: 78%, 170 Econ. Disadvantaged Students: 60%, 13 LEP Students: 46%, 36 Students with Disabilities: 25%. 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 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%. 2014 Total Number Tested & Percent of Students Scoring Proficient/Advanced: 366 Combined Students: 79%, 70 African American Students: 64%, 22 Hispanic Students: 59%, 258 Caucasian Students: 84%, 173 Econ. Disadvantaged Students: 65%, 5 LEP Students: 50%, 33 Students with Disabilities: 27%. 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 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%. 2014 Total Number Tested & Percent of Students Scoring Proficient/Advanced: 340 Combined Pop Students: 72%, 67 African American Students: 44%, 23 Hispanic Students: 56%, 237 Caucasian Students: 80%, 145 Econ. Disadvantaged Students: 57%, 15 LEP Students: 60%, 39 Student with Disabilities: 28%. 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 2013-14 Number Tested and Percent of Students Scoring Proficient/Advanced: 87 Students: 100% of Combined Students 7 Students: 100% of African American Students 5 Student: 100% of Hispanic Students 67 Students: 100% of Caucasian Students 12

Students: 100% of Econ. Disadvantaged Students 15 Students: 100% of LEP Students 1 Students: 100% of Students with Disabilities 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 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 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: 2013-2014 Enrollment was 1101 The attendance rate was 97.71% 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 78.26% of all students were proficient or advanced in 2014. By Year - Percent of students proficient: 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	Angela Stewart; Laura Fee; all Teachers	Start: 07/01/2014 End: 06/30/2015		————— 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 Action Type: Special Education	Angela Stewart, Principal	Start: 07/01/2014 End: 06/30/2015		————— ACTION BUDGET: \$
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	Angela Stewart; Laura Fee; all Teachers	Start: 07/01/2014 End: 06/30/2015		————— ACTION BUDGET: \$
Mobile computer labs were developed after reviewing district scores and researching articles on technology to supplement needs of students. 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: 07/01/2014 End: 06/30/2015		————— ACTION BUDGET: \$

The effectiveness of this intervention will be determined by: Common formative assessment, classroom walk-throughs, teacher tests, interim assessments, curriculum maps, and portfolios. Summative Assessment: PARCC, ACTAAP, ITBS Action Type: Program Evaluation	Angela Stewart	Start: 07/01/2014 End: 06/30/2015		_____	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	Angela Stewart; Laura Fee; all Teachers	Start: 07/01/2014 End: 06/30/2015		_____	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 proficiency on academic standards. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Pam Kenney; Tracy Paul	Start: 07/01/2014 End: 06/30/2015		_____	ACTION BUDGET: \$
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	Dr. Lesa Lindberg	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	_____	ACTION BUDGET: \$

<p>laptops, calculators, batteries, etc. for remediation of identified students. Non-proficient students will be enrolled in remediation labs/pull outs based on space and scheduling. Implementation of an additional 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>			<ul style="list-style-type: none"> Teachers 	
<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 enrolled in a math remediation lab/pull out based on space and scheduling. Many will be given additional curriculum assistance from their core 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>Casey Mattox, Tammy Lambert, Katie Squires, Lesa Lindberg, All Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</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>Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____ ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be determined by: Common formative assessment: classroom walk-throughs, teacher tests, writing rubrics, interim assessments, and curriculum maps. Summative Assessment: PARCC, Benchmark, ITBS Action Type: AIP/IRI</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____ ACTION BUDGET: \$</p>

<p>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>	<p>Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - \$1461.25 Employee Benefits: NSLA (State-281) - \$4500.00 Employee Salaries: <hr/>ACTION BUDGET: \$5961.25</p>
<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>Tina Kimbrell; Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p><hr/>ACTION BUDGET: \$</p>
<p>The certified staff will review the ACSIP plan as it relates to student achievement and reach a consensus regarding priorities and interventions implemented within the plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p><hr/>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</p>	<p>Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p><hr/>ACTION BUDGET: \$</p>

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				
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	Laura Fee	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$5961.25
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
Instructional Facilitator will conduct high quality professional development activities on effective instructional strategies that are aligned to national 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/or out of state. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Michelle Staton; Sharon Wieser; Dr. Karen Walters	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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	Pam Kenney; Dr. Karen Walters	Start: 07/01/2014 End:		ACTION BUDGET: \$

<p>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 national Common Core frameworks, *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 *Math 180 *Use of Math XL with students who have been placed in a remediation math class.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>		06/30/2015		
<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 national 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.</p> <p>Action Type: Equity Action Type: Special Education</p>	Angela Stewart	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Employee \$45170.00 Salaries: Title I - Employee \$11032.79 Benefits:</p> <hr/> <p>ACTION BUDGET: \$56202.79</p>
<p>The effectiveness of this intervention will be determined by: Common formative assessments, classroom walk-throughs/learning tours, teacher tests, surveys, writing rubrics, interim assessments, curriculum maps, portfolios, Summative Assessment - Norm Referenced tests: PARCC, Benchmark, ITBS</p> <p>Action Type: Program Evaluation</p>	Angela Stewart	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>
<p>All teachers, including special teachers, will receive training in state and/or 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 -</p>	Angela Stewart	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>transitioning to eSchool *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/or national conferences which will focus on improved student achievement.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance</p>			<ul style="list-style-type: none"> Title Teachers 	
<p>NSLA funds will be used to pay for materials and supplies (printer & external hard drive), plus other materials and 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>Angela Stewart, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</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 ; Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</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>Angela Stewart</p>	<p>Start: 07/01/2014 End:</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide		06/30/2015		
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. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Don McGohan; Pam Kenney; Angela Stewart	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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	Angela Stewart	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$56702.79

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

Supporting Data:

- 6th Grade ACTAAP Literacy 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 2014-Number Tested & Percent of Students Scoring Proficient/Advanced: 277 Students - 75% of Combined Students 56 Students - 68% of African American Students 18 Students - 72% of Hispanic Students 192 Students - 77% of Caucasian Students 111 Students - 65% of Economically Disadvantaged Students 5 Students - 38% of LEP Students 8 Students - 22% 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 in reading and multiple choice in writing. The lowest identified areas for African-Americans were: practical open response for reading, content multiple choice for reading, and writing multiple choice. The lowest identified areas for Caucasians were: reading practical and literary open response and writing multiple choice. The lowest identified areas for Economically Disadvantaged were: practical open response for reading, writing multiple choice, and reading practical multiple choice. The lowest identified areas for Hispanics were: reading practical open response, writing multiple choice, and reading practical multiple choice. The lowest identified areas for LEP students were: reading practical open response, writing multiple choice, and reading practical multiple choice. The lowest identified areas for students with disabilities were: practical and literary open response and writing multiple choice.
- 7th Grade ACTAAP Literacy 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 2014-Number Tested & Percent of Students Scoring Proficient/Advanced: 304 Students - 83% of Combined Students 57 Students - 81% of African American Students 16 Students - 73% of Hispanic Students 218 Students - 84% of Caucasian Students 131 Students - 76% of Economically Disadvantaged Students 4 Students - 40% of LEP Students 12 Students - 36% of Students with Disabilities Based on analysis of three year trend data: The lowest identified areas for the combined population: reading literary, content, and practical open response. 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, content, and practical open response. 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 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.

3. 8th Grade ACTAAP Literacy 2012-number Tested & Percent of Students Scoring Proficient/Advanced: 347 Students: 55.6% of Combined Students 54 Students: 46.3% 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 2014-Number Tested & Percent of Students Scoring Proficient/Advanced: 296 Students: 87% of Combined Students 50 Students: 75% of African American Students 18 Students: 78% of Hispanic Students 215 Students: 91% of Caucasian Students 115 Students: 79% of Economically Disadvantaged 11 Students: 73% of LEP Students 16 Students: 41% 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 multiple choice and practical and content open response. The lowest identified areas for Caucasians were: writing multiple choice and content and practical open response. The lowest identified areas for Economically Disadvantaged students were: writing multiple choice and content and practical open response. The lowest identified areas for Hispanics were: writing multiple choice and literary and practical open response. The lowest identified areas for LEP students were: writing multiple choice, practical multiple choice, and practical open response. The lowest identified areas for students with disabilities were: writing multiple choice and practical multiple choice and open response.
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: 2013-2014 Enrollment: 1101 Attendance rate was: 97.71% 2012-2013 Enrollment: 1155 Attendance rate was: 2011-2012 Enrollment: 1114 Attendance rate was: 97.4%

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

Benchmark 82.06% of all students were proficient or advanced in 2014. By Year -- % of students proficient: 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 Professional Development" Jacobs and Johnson. 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
District committees with representatives from each grade level, including special education teachers, have developed district curriculum called Common Core based upon the national common core standards. This curriculum is implemented into lessons and is adjusted regularly as needs are identified. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Dr. Karen Walters, Melissa Runyon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Weekly Professional Learning Community Meetings by grade level to align curriculum and create and analyze common assessments. Ongoing professional development in implementation of national Common Core Standards Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Melissa Runyon;	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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 PARCC scores. Action Type: Alignment Action Type: Collaboration	Melissa Runyon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education				
After reviewing district scores and researching articles on technology to supplement needs of students, a computer lab was developed. 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	Tracy Paul	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by: Common formative assessment: classroom walk throughs, teacher tests, interim assessments, curriculum maps, and portfolios Summative Assessment - Norm Referenced Tests: PARCC, Benchmark, ITBS Action Type: Program Evaluation	Angela Stewart	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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 *moblie 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 *literacy remediation lab/pullouts 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/or 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	Melissa Runyon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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	Angela Stewart; Melissa Runyon	Start: 07/01/2014 End: 06/30/2015		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
<p>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</p>	<p>Sue Reeves, Jennie James</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<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. \$ Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Tracy Paul; Sue Reeves</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<p>Implementation of an additional 30 minutes enrichment class twice a month. Student placement in the enrichment program is voluntary. 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: 07/01/2014 End: 06/30/2015</p>		<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, counseling, and mentoring. Identified students will be enrolled in remediation lab/pullouts 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 core teachers. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	<p>Kati Squires</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>

<p>As a response to intervention (RTI), Read 180, a program that is uniquely designed to address the needs of struggling readers, is being utilized. 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 enrolled in remediation lab/pullouts for literacy. Students identified as below grade level in reading, including special education and ELL (in a modified block)students are targeted. \$ Action Type: Program Evaluation</p>	<p>Angela Stewart, Vickie Kingston</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<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. \$ Action Type: Equity Action Type: Special Education</p>	<p>Angela Stewart, Vickie Kingston</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be determined by: Common formative assessment: classroom walk throughs, teacher tests, interim assessments, curriculum maps, student records, and portfolios Summative Assessment: Benchmark, ITBS</p>	<p>Vickie Kingston</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<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. \$ Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<p>Students will be afforded after school tutorial services two days per week in an effort to remediate weaknesses in areas of literacy and math. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<p>A core schoolwide planning team, consisting of teachers, paras, parents and administrators will be formed to develop and modify strategies within the ACSIP 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</p>	<p>Dr. Karen Walters, Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>

<p>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>The certified staff will review the ACSIP as it relates to student achievement and reach a consensus regarding priorities and interventions implemented within the plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Angela Stewart, Connie Thomas</p>	<p>Start: 07/01/2014 End: 06/30/2015</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>Angela Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</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>Melissa Runyon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Implement State Initiated Balanced Literacy Program to Improve Student Achievement. -- Strategies, Interventions, and Resources</p>				
<p>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</p>				

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
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 tests/quizzes Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Angela Stewart	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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 *Remediation lab/pull outs in 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/or out-of-state focused on strategies which could improve student achievement Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Melissa Runyon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All teachers, including special education teachers, will receive training in state and/or out-of-state. Training will include: *Dawson Education Cooperative *In-state and/or 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	Pam Kenney	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Title I funds will be used to hire one full time Literacy Instructional Facilitator (Melissa Runyon) 1.00 Fte to conduct professional development activities on	Angela Stewart,	Start: 07/01/2014	<ul style="list-style-type: none"> District Staff 	Title I - Employee \$13003.41

<p>effective instructional strategies for all teachers that are aligned to national common core standards, including special education teachers to help reduce the achievement disparities among student subgroups and specifically address the Special Education population. 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, books, registration fees, meals, lodging and travel for in state and/or out of state professional development.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	Principal	End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<p>Benefits: Title I - Employee Salaries: \$45870.00</p> <hr/> <p>ACTION BUDGET: \$58873.41</p>
<p>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.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Angela Stewart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$1152.00</p> <hr/> <p>ACTION BUDGET: \$1152</p>
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for Chromebooks and a Chromecart to be used 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). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the national common Core standards), 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 (printer), plus other materials and supplies for a Literacy Specialist is also included.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Angela Stewart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>NSLA (State-281) - Capital Outlay: \$7300.00</p> <p>NSLA (State-281) - Materials & Supplies: \$1000.00</p> <p>NSLA (State-281) - Employee Benefits: \$11848.16</p> <p>NSLA (State-281) - Employee Salaries: \$45059.92</p> <hr/> <p>ACTION BUDGET: \$65208.08</p>
<p>The effectiveness of this intervention will be determined by: Common formative assessment: classroom walk-throughs, teacher tests, interim assessments, curriculum maps, and portfolios. Summative Assessment:</p>	Angela Stewart	Start: 07/01/2014 End:		<hr/> <p>ACTION BUDGET: \$</p>

PARCC, Benchmark, ITBS Action Type: Program Evaluation		06/30/2015		
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.	Angela Stewart; Melissa Runyon	Start: 07/01/2014 End: 06/30/2015		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 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	Don McGohan; Angela Stewart	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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	Angela Stewart, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$125233.49
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. 22,79-98.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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; Blackboard;	Angela Stewart, Lisa Gattin, Heather	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>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>Fusilier</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: 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>Angela Stewart, Principal; Lisa Gattin</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</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: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</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: 07/01/2014 End: 06/30/2015</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>Angela Stewart, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</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 administered to parents and community members regarding various aspects of curriculum and management of the</p>	<p>Lisa Gattin</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>

<p>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.</p> <p>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.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Lisa Gattin	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
<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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Lisa Gattin	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
<p>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</p>	Stephanie Culbreath	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

weekly per teacher guidelines. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education				
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	Angela Stewart, Principal	Start: 07/01/2014 End: 06/30/2015		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	Angela Stewart	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by: Common formative assessment: parent and community surveys and PTO minutes. Action Type: Parental Engagement	Angela Stewart	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Title I funds will be expended to provide for materials and supplies necessary to increase parental involvement at Bryant Middle School. These expenses may include postage and m/s to be sent home for parents to use when working with students. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Title I Schoolwide	Alisa Gattin	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$1200.00 & Supplies: ACTION BUDGET: \$1200
Total Budget:				\$1200

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.

Supporting Data:

1. Body Mass Index (BMI) 2013-2014 6th Grade Males (336) 59.8% Healthy or Underweight 40.2% Overweight or Obese Females (345) 58.6% Healthy or Underweight 41.4% Overweight or Obese Body Mass Index (BMI) 2013-2014 8th Grade Males (338) 56.8% Healthy or Underweight 43.2% Overweight or Obese Females (333) 58.9% Healthy or Underweight 41.1% Overweight or Obese
2. 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%
3. 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%

- 4. Attendance Rate: 2013-2014 Enrollment was: 1101 Attendance rate was: 97.71% 2012-2013 Enrollment was: 1155 Attendance rate was: 98.6% 2011-2012 Enrollment was 1114 Then attendance rate was 97.4%
- 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 oppourtunities 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: 07/01/2014 End: 06/30/2015		————— 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: 07/01/2014 End: 06/30/2015		————— 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	Gay Sellers, Susan Ward	Start: 07/01/2014 End: 06/30/2015		————— ACTION BUDGET: \$

<p>and regulations; offer a variety of 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>	<p>Miranda Jackson, school nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<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>	<p>Sue Reeves</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<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>	<p>Sue Reeves, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<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/or out-of-state which target childhood obesity/wellness *coach additional sports</p>	<p>DeAnna Ward; Rick Pilcher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>

including intramural programs and help with off-season programs Action Type: Technology Inclusion 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: 07/01/2014 End: 06/30/2015		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:
- 2013-2014 AMAO Literacy- The English Language Learner performance goal was 66.6, but ELLs scored 57.06. The AMAO for ELLs for growth in literacy was 71.99, but the ELLs growth was 60.16. Math- The ELLs performance goal was 76.26, but ELLs scored 56.89. The AMO for ELLs for growth in math was 70.83, but the ELLs growth was 48.25.
 - 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.

Goal ELL and Title III funds will be used to improve reading and content skills for identified ELL students.

Benchmark In the 2014-15 School Year the district will show an increase of 1% toward AMAO.

Intervention: Provide support to improve reading and content skills for identified ELLs.				
Scientific Based Research: "Content Area Reading" Richard T. Vacca, Jo Anne Vacca, Maryann Mraz (2011) Boston:Pearson. "Creating Literacy Instruction for All Students" Thomas Gunning (2012) Boston: Pearson. "Academic Vocabulary" Eli Johnson (2012) Sacramento: Achievement for all Publishers. "Classroom Instruction that Works with English Language Learners" Jane Hill and Kirsten B. Miller (2013) Alexandria: ASCD. "reading, Writing, and Learning in ESL: A Resoure Book for K-12 Teachers." Suzanne F. Peregoy, Owne F. Boyle (2012) New York: Addison Wesley Longman. "Making Content Comprehensible for English Learners: The SIOP Model". Jana J Echevarria, MaryEllen Vogt, Deborah Short (2012). Boston:Pearson.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>ELL restricted categorical state funding and Title III funds will be used to pay for materials and supplies, field trips, guest speakers, first language supplemental materials, and professional development to implement a successful program to help reduce the achievement disparities among student groups. These materials will be to provide an experiential, visually rich learning environment supported by scientific based research for teaching the ELL population. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Professional Development ESL Department—ESL staff will participate in ongoing professional development opportunities both on and off campus designed to improve instructional leadership and student progress toward language acquisition and academic achievement. Fees for guest presenters will be paid with ELL and Title III funds. Registration will be paid for national and state professional development including but not limited to ARKTESOL and this will include travel, meals, lodging for attendance to these events. Action Type: Collaboration Action Type: Professional Development</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Teachers 	<p>Title III - Materials & \$1590.00 Supplies: _____</p> <p>ACTION BUDGET: \$1590</p>
<p>Professional Development for classroom teachers--Funds will be used to provide training on academic and cultural aspects of ELLs to all teachers in the district, including special education teachers, who are working with ELLs. Mandatory training is provided for all new teachers to the district. Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>An ESL Pull-Out Model for English language development of ELL students. Direct students will have one or more periods per day of direct English instruction. ESL teachers will in the areas of math and literacy. A teacher or paraprofessional will use an ESL Push-in Model to support level 1 ELLs Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>ESL students are placed in a Response to Intervention (RTI) group where there will be a focus on literacy and math achievement. Action Type: AIP/IRI</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Action Type: Alignment Action Type: Equity</p>		<p>06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	
<p>Parental Involvement—In an effort to promote parental involvement and global and multicultural awareness, cultural events will take place on the building level and district level to enhance collaboration between students, their families, teachers, administrators, and community representatives. Provisions will be made and special events will be scheduled on the building level to enhance parental involvement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • Computers • District Staff • School Library • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Parental Involvement—Parents will be provided training through the Parent Center and provided by the ESL Department on topics such as: being engaged in student learning; Title III; ESL student placement, educational supports and exit; district and building policies and procedures; parental rights; cultural awareness; graduation and beyond. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Parental Involvement-- Interpretation services for parents of ELLs. Translation of documents pertaining to school policy, student discipline, student achievement, and classroom and school events. Translation of medical related document for nurses offices. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Technology—Purchase of technological devices for for student use and support in the ESL department. Technology will include a copy machine, hardware, printers, software, and web-based learning programs to enhance student achievement including but not limited to equipment such as iPads, projection devices, computers, Chromebooks, Kindles and software such as Rosetta Stone, Learning A-Z/Razz Kids, Enchanted Learning Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Katrina Cox, ESL Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • School Library • Teachers • Teaching Aids 	<p>Title III - Materials & Supplies: \$1170.00 ACTION BUDGET: \$1170</p>

Administer federally mandated language proficiency test (ELPA 21) each Spring semester. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Katrina Cox, ESL Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Comprehensive needs assessment through a LPACs and collaborative committees including teachers, administrators, specialists, ESL teacher, and/or ESL Director to establish a plan of action for improvement of achievement of ELLs. Studies of trends in achievement and RTI plans will be addressed. 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: Technology Inclusion	Katrina Cox, ESL Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
A summer program will be implemented to continue development of the English language for ELLs. Fund will be used for stipends, salaries, materials, and transportation. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Katrina Cox, ESL Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Public Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Add appropriate staffing to the ESL department to support the increase in the ELL population in the district. Action Type: Equity Action Type: Program Evaluation	Katrina Cox, ESL Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office 	ACTION BUDGET: \$
Total Budget:				\$2760

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:
1. 2014 Mathematics Targeted Achievement Gap Group: Status Performance AMO: 79.81% Achieved: 69.86% 2013 Mathematics Targeted Achievement Gap Group: Status Performance AMO: 77.57%: Achieved: 73.32%
 2. 2014 Mathematics Targeted Achievement Gap Group: Number of Students Tested: 365 Economically Disadvantaged: 303 English Language Learners: 24 Students with Disabilities: 38
 3. 2013 Mathematics Targeted Achievement Gap Group: Number of Students Tested: 413 Economically Disadvantaged: 345 English

Language Learners: 27 Students with Disabilities: 41
 4. 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 2014 (365) 69.86% were Proficient/Advanced. The Status Performance AMO target was: 79.81%. 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
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: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Pam Kenny;Tracy Paul	Start: 07/01/2014 End: 07/01/2014		————— ACTION BUDGET: \$
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 enrolled in remediation labs/pull outs based on space and scheduling. Students in grade 6 will participate in teaming and will receive additional curriculum assistance from their core teachers. Implementation of an additional 20-minute 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: Special Education Action Type: Technology Inclusion	Dr. Lesa Lindberg	Start: 07/01/2014 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 enrolled in remediation labs/pull outs based on space and scheduling. Many will be given additional curriculum assistance from their core teacher. 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>	<p>Casey Mattox, Tamra Lambert, Katie Squires, Dr. Lindberg, All Teachers</p>	<p>Start: 07/01/2014 End: 07/01/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be determined by: Common formative assessment: classroom walk-throughs, teacher tests, writing rubrics, interim assessments, and curriculum maps. Summative Assessment: PARCC, Benchmark, ITBS</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Sue Reeves</p>	<p>Start: 07/01/2014 End: 07/01/2014</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.</p> <p>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</p>	<p>Angela Stewart</p>	<p>Start: 07/01/2014 End: 07/01/2014</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.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Laura Fee</p>	<p>Start: 07/01/2014 End: 07/01/2014</p>		<p>————— ACTION BUDGET: \$</p>

Students will be afforded after school tutorial services two days per week in an effort to remediate weaknesses in areas of math. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Angela Stewart	Start: 07/01/2014 End: 07/01/2014		————— ACTION BUDGET: \$
Students will be provided access to Reflex Math. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Angela Stewart	Start: 07/01/2014 End: 07/01/2014		————— ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: All students in the Targeted Achievement Gap Group will improve their literacy skills in the specific areas of: writing (MC), content (OR). literary (OR & MC), practical (OR & MC).

Supporting Data: 1. 2014 Literacy Targeted Achievement Gap Group: Status Performance AMO: 74.17% Achieved: 73.92%
2. 2014 Number of Students Tested: Economically Disadvantaged: 339 English Language Learners: 20 Students with Disabilities: 44
3. Annual Measurable Objectives: 2015:

Goal All students in the Targeted Achievement Gap Group will improve their literacy skill in the specific areas of: writing (MC), content (OR). literary (OR & MC), practical (OR & MC).

Benchmark Literacy Targeted Achievement Gap Group students who were tested in 2014 (403) were Proficient/Advanced 73.92% The Status Performance AMO target was: 74.17% Annual Measurable Objectives for year 2015:

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
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; Sue Reeves	Start: 07/01/2014 End: 06/30/2015		————— 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, counseling, and mentoring. Identified students will be enrolled in remediation lab/pullouts 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 core teachers.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	Kati Squires	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>The effectiveness of this intervention will be determined by: Common formative assessment: classroom walk throughs, teacher tests, interim assessments, curriculum maps, student records, and portfolios Summative Assessment: PARCC, Benchmark, ITBS</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Vickie Kingston	Start: 07/01/2014 End: 06/30/2015		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/under served populations.</p> <p>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>	Angela Stewart	Start: 07/01/2014 End: 06/30/2015		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.</p> <p>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>	Melissa Runyon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
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
All teachers, including special education teachers, will receive training in state and/or out-of-state. Training will include: *Dawson Education Cooperative *In-state and/or 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	Pam Kenney	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students will be afforded after school tutorial services two days per week in an effort to remediate weaknesses in areas of literacy. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Angela Stewart	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Bryant Middle School will provide an Alternative Learning Environment for the middle level.

Supporting Data:

Goal To support students academically, physically, and emotionally through an Alternative Learning Environment.

Benchmark Enrolled students' achievement and school success will increase by 10% and discipline and academic referrals will decrease by 20% for these same students.

Intervention: To serve at risk kids at the middle level in Bryant Schools.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALE funds will be expended to pay salary and benefits for .6 FTE Teacher, Paula Thornton, .4 teacher, Jessica Tinsley. Action Type: Wellness	Karen Walters, Dep. Supt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ALE (State-275) - Employee Salaries: \$42173.25 ALE (State-275) - Employee Benefits: \$9982.05 <hr/> ACTION BUDGET: \$52155.3

ALE funds will be expended to purchase materials and supplies for the ALE for the middle level, \$17000, Read 180, \$13500, and iRead, \$800. Action Type: Parental Engagement Action Type: Technology Inclusion	Karen Walters, Dep. Supt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ALE (State-275) - Materials & Supplies: \$31300.00 <hr/> ACTION BUDGET: \$31300
Total Budget:				\$83455.3

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Abels, Dane	Teacher	Literacy
Classroom Teacher	Abo, Meagan	Teacher	Literacy
Classroom Teacher	Atkinson, Libby	Teacher	Math
Classroom Teacher	Bailey, Marybeth	Teacher	Wellness
Classroom Teacher	Beard, Ashley	Teacher	Math
Classroom Teacher	Benton, Caitlyn	Teacher	Literacy
Classroom Teacher	Catton, Debra	Teacher	Math
Classroom Teacher	Chism, Laura	Teacher	Literacy
Classroom Teacher	Cyr, Lavon	Teacher	Literacy
Classroom Teacher	Dearman, Dustin	Teacher	Math
Classroom Teacher	Ellis, Debbie	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	ELL
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	Hart, Brenda	Teacher	Math
Classroom Teacher	Hart, Sheila	Teacher	Sped
Classroom Teacher	Hays, Kenny	Teacher	Math
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	Special Education Designee	Steering
Classroom Teacher	Jeffries, Susan	Teacher	Literacy
Classroom Teacher	Jobe, Kim	Teacher	Math
Classroom Teacher	Kennedy, Megan	Teacher	Math
Classroom Teacher	Kent, Tiffany	Teacher	Math
Classroom Teacher	Knight, Terry	Teacher	Literacy
Classroom Teacher	Lee, Wilma	Teacher	Literacy
Classroom Teacher	Long, Heath	Teacher	Wellness
Classroom Teacher	Malcolm, Elizabeth	Teacher	Steering
Classroom Teacher	Meyer, Cristina	Teacher	Wellness
Classroom Teacher	Murillo, Jennifer	Teacher	Sped
Classroom Teacher	Myers, Leigh	Teacher	Literacy
Classroom Teacher	Nichols, Joni	Teacher	Literacy
Classroom Teacher	Nutt, Vicki	Teacher	Literacy
Classroom Teacher	Olsen, Megan	Teacher	Math
Classroom Teacher	Overstreet, Kim	Teacher	Math
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	Quinn, Teresa	Teacher	Math
Classroom Teacher	Raines, Eden	Teacher	Literacy
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	Thomas, Connie	SpedTeacher	Steering Chair
Classroom Teacher	Thompson, Samantha	Teacher	Math
Classroom Teacher	Thornton, Paula	Teacher	Literacy
Classroom Teacher	Tinsley, Jessica	Teacher	Math
Classroom Teacher	Townsend, Jennifer	Teacher	Math

Classroom Teacher	Trantham, Karen	Teacher	Math
Classroom Teacher	Ward, DeAnna	Wellness Co-Chair	Steering
Classroom Teacher	Weihe, Sandra	Teacher	Steering
Classroom Teacher	Welch, Heather	Teacher	Math
Classroom Teacher	White, Missy	Sped Teacher	Sped
Classroom Teacher	Wieser, Sharon	Teacher	Steering
Classroom Teacher	Williams, Trina	Teacher	Literacy
Classroom Teacher	Wilson, Katie	Teacher	Math
Classroom Teacher	Wilson, Kim	Teacher	Literacy
Classroom Teacher	Wright, Terri	Teacher	Literacy
Classroom Teacher	Zwit, Katie	Teacher	Math
Community Representative	Riggin, Barbara	Parent	Parental Involvement
District-Level Professional	Fee, Laura	Math Specialist	Steering
District-Level Professional	Kenney, Pam	Director of Testing and Prof. Dev.	Steering
District-Level Professional	Kimbrell, Tina	Director of Administrative Services	Federal Advisory and Steering
District-Level Professional	Walters, Karen	Director of Administrative Services	Federal Advisory
Non-Classroom Professional Staff	Anderson, Carla	Paraprofessional	Sped
Non-Classroom Professional Staff	Beck, Stephanie	Paraprofessional	Literacy
Non-Classroom Professional Staff	Brooks, Katie	Parent Center Co-ordinator	Parental Involvement
Non-Classroom Professional Staff	Caddy, Lana	Secretary	Wellness
Non-Classroom Professional Staff	Calhoun, Charlotte	Gifted and Talented	Literacy
Non-Classroom Professional Staff	Cox, Katrina	ESL Director	ELL
Non-Classroom Professional Staff	Culbreath, Stephanie	Secretary	Literacy
Non-Classroom Professional Staff	Davis, Tammy	Nursing Supervisor	Wellness
Non-Classroom Professional Staff	Dinsmore, Kristina	Paraprofessional	Literacy
Non-Classroom Professional Staff	Greise, Joe	Paraprofessional	Literacy
Non-Classroom Professional Staff	Huey, Matthew	Paraprofessional	Math
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	Lowry, Chad	Paraprofessional	Math
Non-Classroom Professional Staff	Mattox, Casey	Counselor	Literacy
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 Reeves, Sue	Assistant Principal	Steering
Non-Classroom Professional Staff Runyon, Melissa	Literacy Specialist	Steering
Non-Classroom Professional Staff Ryan, Charles Eric	Assistant Principal	Steering
Non-Classroom Professional Staff Sanchez, Linda	Secretary	Wellness
Non-Classroom Professional Staff Squires, Katie	Counselor	Literacy
Non-Classroom Professional Staff Stewart, Angela	Principal	Steering Committee Chair
Non-Classroom Professional Staff Tungac, Tracy	Paraprofessional	Math
Non-Classroom Professional Staff Turpin, Cathy	Paraprofessional	Wellness
Non-Classroom Professional Staff Wallace, Thomas	Paraprofessional	Math
Non-Classroom Professional Staff Ward, Susan	Food Service Manager	Wellness
Non-Classroom Professional Staff Williams, Ebony	Paraprofessional	Literacy
Non-Classroom Professional Staff Williams, Marie	Paraprofessional	Literacy
Parent Gravesen, Chris	Parent	Parental Involvement