

GOAL: Improve Math proficiency 10% for 9th and 10th grade students. 9th grade increase 49% to 59%. 10th grade increase from 40% to 50%.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
2017-18 ACT Aspire: 49% 9th Grade 40% 10th Grade	CFAs model the ACT aspire test language & structure	2018 Summer PD was targeted to give teachers opportunity to improve common assessments based on students performance.	CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
Justification Explanation: 50% 9th Grade 34% 10th Grade	After teaching each module, the students are assessed. The data is analyzed and re-teaching strategies are discussed and determined during PLC team meeting. Teachers reteach and reassess students on low performing questions.	Teachers work together during weekly PLC team meetings to discuss student learning via common assessments and teaching strategies.	PLC agenda & minutes CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
Modeling: 52% 9th Grade 41% 10th Grade	Teachers will utilize lowest scoring items on NWEA Map Tests throughout the year to review and prepare students for Aspire summative.	Items to review are assigned to teachers via Math Dept Google Classroom and teachers discuss upcoming items during PLC team meetings.	CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
Functions: 44% 9th grade 45% 10th grade	Justification & Explanation (JE) question structure is incorporated into daily/weekly instruction and assessed on each Common Summative Assessments (CSA).	Teachers discuss techniques for assessing JE skills and examine rubrics to score common open response questions.	CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
Algebra: 43% 9th grade 40% 10th grade	Modeling question structure is incorporated into daily/weekly instruction.	Teachers have received instruction on what indicates a modeling question and how to incorporate such problems into the curriculum.	TESS CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
IEP Proficient 7% - 9th Grade 7% - 10th Grade	Algebra 1 and 2 teachers incorporate functions as a focus within each unit. Geometry teachers incorporate mini-modules of functions and statistics to support student learning.	Through PLC, teachers discuss techniques for emphasizing and incorporating the study of functions within the curriculum.	CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
SES Proficient 33% - 9th Grade 27% - 10th Grade	The math vertical team will meet quarterly to review student assessment data grades 6-12 and to monitor action steps to ensure the learning of all students . (This team includes SPED, ELL, and GT Coordinators to align and serve all students.)	All team members will participate in a book study: Focus by Mike Schmoker. Each team member will be trained how to effectively analyze data, create action steps, effective classroom walkthroughs (what to look for in a classroom), and follow-up and monitoring strategies.	Agendas & minutes Classroom Observation Data CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
ELL Proficient 26% - 9th Grade 11% - 10th Grade			

	PLC teams will meet weekly to discuss and take action to ensure all students are learning.	2018 Summer PLC PD with Solution Tree for PLC Best Practices and Bryant expectations.	PLC agendas & minutes CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
	The math team will implement the math curriculum associated with the grade level and monitor student growth based on common formative data. Power standards will be established to help close learning gaps.	All team members will meet during PLCs to evaluate curriculum and establish pacing needed for student achievement.	PLC agendas, FSA and CFA Results, NWEA Map Growth, ACT Aspire Summative Results

GOAL: Improve Science proficiency 10% for 9th and 10th grade students. 9th grade increase 47% to 57%. 10th grade increase 42% to 52%.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
2017-18 ACT Aspire Students meeting ACT Readiness benchmarks for Science by grade level:	Yearly curriculum plan structures were developed and shared with teachers in PLC collaborative teams to begin aligning curriculum and assessments with new Arkansas K-12 Science Standards. CFAs are being developed to model the ACT Aspire DOK & structure	Departmental PLCs analyzed new AR K-12 Science Standards during district PD days to begin establishing student learning targets to guide formative and summative assessment development.	2018-19 NWEA common assessment data
Science Overall 47% 9th Grade 42% 10th Grade	ACT Aspire summative and NWEA growth data will be analyzed. Re-teaching strategies will be discussed and determined during PLC team meetings following each assessment.	Teachers will work together during weekly PLCs to discuss student learning via common assessments and teaching strategies.	2018-19 ACT Aspire Data NWEA Data
IEP Proficient 3% - 9th Grade 5% - 10th Grade	Collaborative teams are developing CFAs and rubrics to model the ACT Aspire DOK & structure in the areas of data interpretation, scientific investigation, and evaluation of models and inferences.	Summer PD focused on analysis of AR K-12 Science Standards to establish student learning targets to guide formative and summative assessment development.	2018-19 Data from common assessments in scientific modeling, investigation, and explanation
SES Proficient 30% - 9th Grade 28% - 10th Grade	Teachers re-teach targeted skills in scientific investigation, explanation, and modeling as identified by student performance on CFA tasks. Reassess using CFA rubrics to assess growth.	Teachers will work together in PLC to identify areas for targeted instruction and create common assessments to measure student progress toward standards' mastery.	Common assessment data NWEA Map Growth
ELL Proficient 14% - 9th Grade 11% - 10th Grade	The science vertical team will meet quarterly to review student assessment data grades 6-12 and to monitor action steps to ensure the learning of all students . (This team includes SPED, ELL, and GT Coordinators to align and serve all students.)	All team members will participate in a book study: Focus by Mike Schmoker. Each team member will be trained how to effectively analyze data, create action steps, effective classroom walkthroughs (what to look for in a classroom), and follow-up and monitoring strategies.	agendas & minutes Classroom Observation Data CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results
	PLC teams will meet weekly to discuss and take action to ensure all students are learning.	2018 Summer PLC PD with Solution Tree for PLC Best Practices and Bryant expectations.	PLC agendas & minutes CSA and CFA Results NWEA Map Growth ACT Aspire Summative Results

	Science		
Tested Grade	Interpretation of Data Percent Correct	Scientific Investigation Percent Correct	Evaluation of Models, Inferences, and Experimental Results Percent Correct
BHS Total	48%	42%	41%
9th	49%	45%	41%
10th	47%	40%	41%

GOAL: Improve English and Reading proficiency for 9th grade and 10th grade students by an increase of 10%.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
2017-18 ACT Aspire: Students meeting ACT Readiness benchmarks: 69% 9th Grade 72% 10th Grade	ACT Aspire reading scores show the greatest area of need in ELA is reading. Teachers will be trained in RISE to address the gap.	Teachers will participate in an awareness training on the science of reading and instructional strategies to improve reading. (RISE training) Teachers will attend training in the science of reading in 2019-20.	CSA and CFA Results NWEA Map Growth Results ACT Aspire Summative Results
2017-18 ACT Aspire: Students meeting ACT Readiness benchmarks: 49% 9th Grade; 38% 10th Grade	After teaching each module, the students will be assessed. The data will be analyzed and re-teaching strategies will be discussed and determined during PLC team meeting. CFAs will be created to model the ACT Aspire test language & structure for all reading standards' questions	Teachers will receive practice on analyzing student essays and common scoring using ACT Aspire rubric. Teachers received PD on format of tested questions and analyzed the way standards are assessed in order to inform instruction.	CSA and CFA Results NWEA Map Growth Results ACT Aspire Summative Results CSA and CFA Results NWEA Map Growth Results ACT Aspire Summative Results
IEPs English 12% 9th 25% 10th	9-10 Teachers will use NWEA data to choose focuses for instruction. 11-12 Teachers create CFAs and focus standards for instruction.	Teachers work together in PLC to identify areas for targeted instruction and create common lessons and assessments to measure student progress toward standards' mastery.	CSA and CFA Results NWEA Map Growth Results ACT Aspire Summative Results
IEPs Reading 4% 9th 7% 10th	The Literacy vertical team will meet quarterly to review student assessment data grades 6-12 and to monitor action steps to ensure the learning of all students . (This team includes SPED, ELL, and GT Coordinators to align and serve all students.)	All team members will participate in a book study: <u>Focus</u> by Mike Schmoker. Each team member will be trained how to effectively analyze data, create action steps, effective classroom walkthroughs (what to look for in a classroom), and follow-up and monitoring strategies.	agendas & minutes Classroom Observation Data CSA and CFA Results NWEA Map Growth Results ACT Aspire Summative Results
ELL English 37% 9th 40% 10th	PLC teams will meet weekly to discuss and take action to ensure all students are learning.	2018 Summer PLC PD with Solution Tree for PLC Best Practices and Bryant expectations.	PLC agendas & minutes CSA and CFA Results NWEA Map Growth Results ACT Aspire Summative Results
ELL Reading 12% 9th 16% 10th			

GOAL: Establish an advisory program for 100% of the students that allows teachers to meet every day with a group of students for ongoing academic support, social support and college/career guidance.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
2017-2018 Discipline & Attendance	Implement the processes of Capturing Kids' Hearts (CKH) throughout the district.	Summer 2018 - All staff attended professional development on Capturing Kids' Hearts	Student, parent, and staff surveys Agenda & sign-in sheets
Teacher & student survey	Develop a CKH building implementation plan to include CKH representative, identify building champions, social contracts, and discipline model.	Staff will continue to collaborate and strengthen concepts of Capturing Kids Hearts through PLCs.	Discipline & Attendance records
IEPs English 12% 9th 25% 10th	During advisory teachers will provide support to students in the following areas: fostering personal relationships, facilitating discussions to address social emotional issues, interpreting students' academic transcripts and communicating with students about social and academic problems.	Teachers received PD in the following areas: fostering personal relationships, facilitating discussions to address social/affective issues, interpreting students' academic transcripts and communicating with students about social and academic problems.	Survey data Master Schedule, student schedules, Rosters
IEPs Reading 4% 9th 7% 10th	Administrators, House Leaders, Department Chairs and Counselors will provide advisory curriculum and lessons for teachers. Students will be placed in an advisory group according to the House they have chosen. The students will loop each year to remain with the same advisory teacher.		
ELL English 37% 9th 40% 10th	Two perceptual surveys will be created: A pre-advisory group survey to collect student perception on how well their academic and social needs are currently being met and a post-advisory group survey to collect student perception on how well their academic and social needs are being met within the advisory group.	Staff will collaborate to review feedback and determine which steps need to be taken to improve student perception.	Perceptual Survey Data
ELL Reading 12% 9th 16% 10th	BHS will continue to use Naviance software, a comprehensive college and career readiness tool that helps align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.		Naviance reports

Bryant High School				
Intervention	Purpose	Data to Gather	Who Monitors?	Frequency of Monitoring
Double Block Math Classes	double blocked classes are offered for students struggling in math to provide teachers more time to embed supports.	Grades NWEA scores, Edgenuity, CFA, CSA, Interim Data UbD/Lesson Plans	Administration, building specialist, and staff	Daily
ELA Lab Classes	ELA Lab class is an elective period that allows students the opportunity to receive extra support from an English teacher. Grades 9-10	Grades NWEA scores, Edgenuity, CFA, CSA, Interim Data UbD/Lesson Plans	Administration, building specialist, and staff	Daily
ESOL Sheltered	Co-taught class for ESOL students only. 9-10 ELA, 11-12 ELA, Phys, Biology, Alg 1, Geo, Alg 2	Grades MAP, LPAC Placement, CFA, CSA, Interim Data UbD/Lesson Plans	Administration, building specialist, and staff	Daily
Lunch Tutoring	To help students catch up on missing assignments from previous week. Additional support also provided for students who choose to attend voluntarily.	Attendance/ Grades	Administration, Building specialist, and staff	Daily
Before/After School Tutoring	Provide extra support for students in need of help with Math, ELA, and Science	Attendance	Staff, Principal, building specialist	Weekly
Advisory Attendance/Grades	Every Monday students check their grades, email, and attendance in Advisory classes and report back to their teachers.	Attendance/Grades	Staff, building specialist	Weekly
Credit Recovery	To provide students the opportunity to work through self-paced courses and obtain credit they missed by failing the initial credit class. In 2018-2019, CR will be offered throughout Edgenuity.	Course Completion	Staff, Administration, Building specialist	Quarterly
Building Specialist (2018-2019)	To monitor IPR and Quarterly grades for RTI purposes. To meet with teachers periodically to measure student progress. To conference with students failing 4 or more courses to create academic success plans and support teams needed to help students succeed.	IPR and Quarterly Grades	Building specialist & staff	½ Quarter and Quarterly
RTI Portfolios (2018-2019)	To determine the best instructional practices needed to help struggling students succeed.	Grades, MAP, Aspire	Administration, building specialist, and staff	Biweekly
Remedial Education Program (REPs) (Spring 2019)	To provide struggling students with additional academic support and a productive learning environment to close grade deficiency gaps.	Grades, Attendance	Administration, building specialist, staff	Biweekly