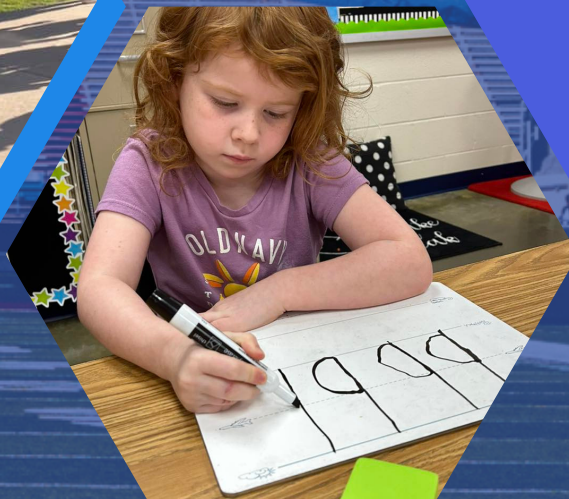


BRYANT PUBLIC SCHOOLS

# STRATEGIC PLAN 2.0



# LEARNING FOR ALL ... SUCCESS FOR ALL

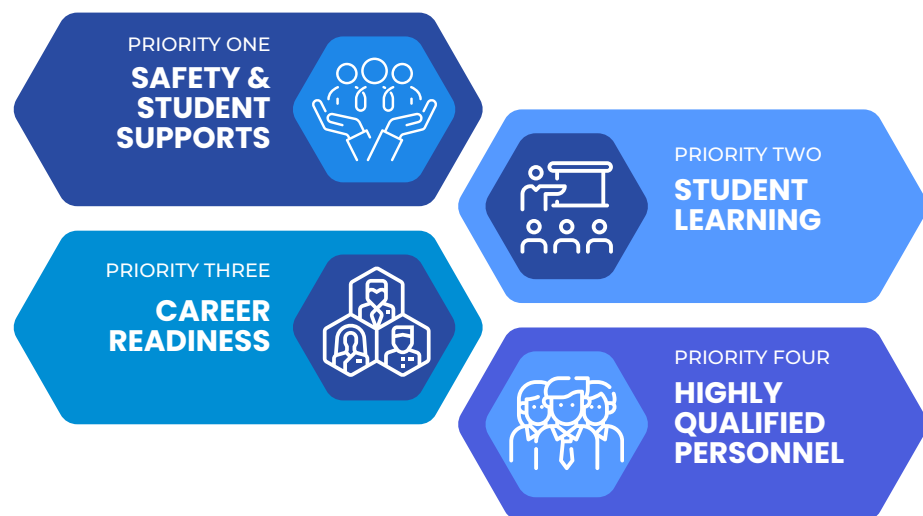
## STRATEGIC PLAN 2.0

At the end of the 2016-17 school year, Bryant Public Schools surveyed parents, staff, students, and the community to gather input and information for the district's first Strategic Plan. Designed to chart our course for the next five years, the plan was implemented in the 2017-18 school year and was reviewed annually to evaluate progress made toward the identified goals. While the district is proud of the work that went into the initial plan and the monitoring of its outcomes, continuous reflection and improvement is always the goal.

In the spring of 2023, all stakeholders were surveyed to help determine the goals and priorities for the Strategic Plan 2.0. The new plan includes the specific top goals and priorities indicated in the survey, provides actions to achieve the goals, determines methods to monitor and evaluate progress, and identifies desired outcomes.

It is important to the Bryant School Board and the district that areas identified by our stakeholders are a direct result of the data collected in the survey. Equally important is reporting information in a streamlined manner. While the Strategic Plan is a living document, it will serve as a reflection of the priorities and actions the majority of our stakeholders value.

### STRATEGIC PLAN 2.0 PRIORITIES





## PRIORITY ONE SAFETY & STUDENT SUPPORTS

Student safety is the number one priority of Bryant Public Schools (BPS). Beginning in the 2017-18 school year, BPS allocated local budget resources to provide an armed presence on every campus in the district. While the state provided one time funding for safety projects, BPS will continue to prioritize local funding for yearly projects to enhance the safety of staff and students.

BPS will continue its commitment to an ongoing review of facilities and grounds, training, and staffing to maximize all efforts for the health and safety of students and staff. Safe and efficient transportation to and from school, including appropriate student behavior, will also remain a priority for BPS.

Mental health of adolescents has been reported to be at a crisis level by multiple organizations and agencies. BPS has and will continue to address the emotional and mental health needs of our students. Absent funding from the state, BPS has allocated local resources for a district social worker and case managers, and added mental health therapists and behavior specialists, to assist students and families.

### GOAL ONE

Prioritize physical safety for all students and staff through dedicated and purposeful budgeting and training.

Review and revise budgetary plans for ongoing improvements to safety and security on an annual basis.

ACTIONS	DATA	PROGRESS	OUTCOMES
Continue to apply for safety grants to be used in conjunction with district funds to complete dedicated projects and make enhancements. Maintain a 5-year spending plan to guide improvements.	Planned Projects	Project Completion	Complete the 5 year plan in 3 years
	Budget prioritization for safety projects across the district	Timeliness of Project Completion	Receive an additional \$500,000 in safety grant funding
	Recommendations from safety committee	Approved Grants	Eliminate open and unlocked doors
Utilize the recommendations from the Arkansas School Safety Commission to maintain continuous and ongoing improvements to physical safety and security measures. I.e. shatter resistant film, door access controls, fencing, and weapons detection systems.	Supplemental Funding Awards	Analysis of Monthly Audit Findings	
	Audit Results	Review progress on a 5 year safety plan using expenditures	
Conduct monthly safety/security audits at each individual campus to assess physical safety measures and implementation of resources.		Completed projects	



## PRIORITY ONE

# SAFETY & STUDENT SUPPORTS

**Conduct annual and ongoing job embedded crisis training based on individuals and specific schools needs.**

ACTIONS	DATA	PROGRESS	OUTCOMES
Conduct annual crisis training in August for all staff.  Provide ongoing job embedded training for crisis team members and staff.	Surveys will be used to identify staff and school training needs, and to measure effectiveness of training provided.	Feedback forms  Surveys  Observations  Incident Debriefs	Staff are prepared and response ready during critical situations

**Continue allocating fiscal resources for appropriate staffing levels in safety and security.**

ACTIONS	DATA	PROGRESS	OUTCOMES
Maintain current staffing levels in the area of safety and security.  Add additional safety/security staff, as deemed necessary, based upon best practice and existing needs.	Prioritizing budget to maintain level of staffing to meet safety and security needs.	Review staffing assignments  Review student discipline	Adjust staffing as needed to provide safe and secure campuses

**Conduct no less than 3 additional school-level crisis drills each year, in excess of the minimum state mandated drills.**

ACTIONS	DATA	PROGRESS	OUTCOMES
Exceed the state requirement of one active intruder drill annually.	Documented completion of drills  Annual updates for the board	Analysis of documentation of completed drills  Observations of drills and debrief to determine adjustments needed for improvement	Staff and students are prepared in case of a crisis



# PRIORITY ONE SAFETY & STUDENT SUPPORTS

## GOAL TWO

Enhance student social-emotional well-being and foster a positive and inclusive learning environment, resulting in improved academic performance, increased self awareness and stronger interpersonal skills.

**Develop and sustain an evidenced based multi-tiered system of behavioral and mental health support.**

ACTIONS	DATA	PROGRESS	OUTCOMES
Develop building level behavior support teams	School Behavior Data	Discipline Referral Data	All students will have access to the personalized academic, behavior, and mental health supports needed to be successful. <ol style="list-style-type: none"> <li>Enhanced Student/Staff Relationships &amp; strengthened student connectedness to others</li> <li>Increased student self awareness and management</li> <li>Decreased Discipline Infractions</li> <li>Improvement in student academic performance</li> <li>School and District Wide CKH Showcase Status</li> <li>Reduced absenteeism and truancy</li> </ol>
Implement consistent, districtwide Behavioral Response to Intervention	School Attendance Data	PLC Discussions	
Develop and utilize School Wide Behavior Intervention Programs	State Assessments	School Behavior Team Discussions	
Implement Capturing Kids' Heart with fidelity at the elementary, secondary, and district levels	Local Assessments	CKH Data Dashboard (Surveys, data, coaching cohorts)	
Develop and implement Restorative In-School Suspension Programs districtwide	CKH Data Dashboard	Behavior Observations	
Provide targeted support and counseling services for students who require individualized attention	Survey Data	Survey Data	

**Provide professional development opportunities for all staff in behavioral and mental health supports.**

ACTIONS	DATA	PROGRESS	OUTCOMES
THRIVE Trained Leader Teams at each school	School Behavior Data	Agendas	Staff members will have an understanding of student social-emotional and mental health needs as well as the supports necessary to serve the whole child.
Youth Mental Health First Aid or Mental Health First Aid Awareness offered to all staff	School Attendance Data	Sign-in	
Capturing Kids' Hearts training for all staff	State Assessments	Observations	
	Local Assessments	Workshop evaluation	
	CKH Data Dashboard	Surveys	
	Survey Data	Behavioral data	
	Behavioral RTI Meeting Notes		



## PRIORITY ONE SAFETY & STUDENT SUPPORTS

**Increase and foster home and school partnerships.**

ACTIONS	DATA	PROGRESS	OUTCOMES
Engage parents and guardians in social-emotional learning initiatives	Agendas & Sign in Sheets	Survey Data	Parents, community, school staff will work together to support the social, emotional and mental health of all students.  1. Increased parent awareness of SEL 2. Increased parent awareness of resources available through the district 3. Positive relationships between home/school
Provide resources to promote and reinforce social-emotional practices	Survey Data	Behavioral Data	
Provide opportunities for parents to participate in SEL and mental health training and awareness	Website Usage	Workshop Evaluation Results	
Develop and maintain "Mental Health Program" page on the district website			

## LEARNING FOR ALL ... SUCCESS FOR ALL



"Bryant Public Schools has and will continue to address the emotional and mental health needs of our students."



## PRIORITY TWO STUDENT LEARNING

At Bryant Public Schools, we are committed to student learning. We believe that all students can learn at high levels.

We will achieve this by functioning as a Professional Learning Community (PLC) that focuses on student learning, builds a collaborative culture, and is results oriented to promote continuous improvement. Through the implementation of our district PLC tights (work in collaborative teams; utilize guaranteed, viable curriculum; use common assessments; use data results; and provide response to Intervention or extended learning), our student achievement will increase.

### GOAL ONE

Implement with fidelity the Professional Learning Community (PLC) tights.

#### Work in collaborative teams.

ACTIONS	DATA	PROGRESS	OUTCOMES
District Leadership Team Guiding Coalitions Professional Learning Team (PLT)  Ongoing, embedded training and coaching for all appropriate staff	Norms Agendas SMART goals Collective commitments Assessment data RTI/extension data	Professional Learning Team (PLT) observations  Data Discussion (formative and summative data)	Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation for which members are mutually accountable  Increase student achievement

#### Utilize guaranteed, viable curriculum.

ACTIONS	DATA	PROGRESS	OUTCOMES
Committees will review and select curriculum based on standards and state requirements.  Courses will be aligned to <ul style="list-style-type: none"> <li>Identify essential standards</li> <li>Create learning targets</li> <li>Determine proficiency for each learning target</li> <li>Align assessments to essential standards</li> </ul>	State assessments Local assessments Formative assessments Curriculum Pacing Guides	Evaluations Classroom Observations  Data discussions (formative and summative data)  Attend Professional Learning Team (PLT)	All students will have access to learn Tier 1, grade-level instruction based on team-determined grade-level essential standards  Increase student achievement

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## PRIORITY TWO STUDENT LEARNING

... CONTINUED

### Utilize guaranteed, viable curriculum.

ACTIONS	DATA	PROGRESS	OUTCOMES
<p>Teacher training &amp; embedded coaching</p> <p>Meeting in Professional Learning Team (PLT) based on the 4 PLC essential questions</p> <p>Peer classroom observations (observational learning) &amp; feedback</p> <p>Conduct curriculum reviews &amp; classroom audits to provide feedback and support and ensure curriculum aligns to state standards</p> <p>Ongoing, embedded training and coaching will be provided for all appropriate staff</p>	<p>State assessments</p> <p>Local assessments</p> <p>Formative assessments</p> <p>Curriculum Pacing Guides</p>	<p>Evaluations</p> <p>Classroom Observations</p> <p>Data discussions (formative and summative data)</p> <p>Attend Professional Learning Team (PLT)</p>	<p>All students will have access to learn Tier 1, grade-level instruction based on team-determined grade-level essential standards.</p> <p>Increase student achievement</p>

### Use common assessments.

ACTIONS	DATA	PROGRESS	OUTCOMES
<p>PLT teams will use a variety of common assessments to determine if students have learned the essential standards</p> <p>Ongoing, embedded training and coaching will be provided for all appropriate staff</p>	<p>Data trackers</p> <p>Formative assessments</p>	<p>Data discussions (formative and summative data)</p> <p>Review and development of the assessments</p>	<p>Teams will monitor student learning through an ongoing assessment process:</p> <ul style="list-style-type: none"> <li>• Common Formative Assessments (CFA)</li> <li>• Common Summative Assessments (CSA)</li> <li>• Common Quarterly Assessments (CQA)</li> </ul> <p>Increase student achievement</p>



## PRIORITY TWO STUDENT LEARNING

### GOAL TWO

Improve student learning for all by increasing student growth.

#### Use data results.

ACTIONS	DATA	PROGRESS	OUTCOMES
PLT teams will use the common assessment data to determine student supports and extensions.  Ongoing, embedded training and coaching for all appropriate staff.	Common assessments results  Data trackers  Student data review	Common assessment data will be discussed, analyzed, and actions will be implemented	Use data results to: <ul style="list-style-type: none"><li>• Improve individual practice</li><li>• Build the team's capacity to achieve its goals</li><li>• Intervene or extend on behalf of individual students</li></ul> Increase student achievement

#### Provide response to Intervention or extended learning.

ACTIONS	DATA	PROGRESS	OUTCOMES
All schools will provide a universal time during the school day to provide RTI support and extension.  Students mastering grade-level standards will have access to extended learning based on individual need.  Based on common assessments, students will be assigned to intervention or extension.  Ongoing, embedded training and coaching for all appropriate staff.	School schedules  Screener data  Common assessment results  Data trackers  Student data review	Individual student data discussions (by name, by need) to determine Tier 2, additional grade-level support and Tier 3, intensive support, learning needs	School provides a systematic process for intervention and enrichment. Intervention is timely, directive (not optional), and diagnostic (focusing on specific skills), and does not remove the student from receiving new-direct instruction (Tier 1 instruction).  Increase student achievement

LEARNING FOR ALL ... SUCCESS FOR ALL

"We believe all students can learn at high levels."



## PRIORITY THREE CAREER READINESS

At Bryant Public Schools, we believe it is never too soon for students to start preparing for their future. As students advance through school, their success story is being built. We encourage students to make choices that will lead to academic success and future career opportunities. We are committed to preparing all students for whatever post-secondary path they choose. Whether it is offering rigorous Advanced Placement (AP®) or concurrent courses to prepare students for programs in college, workforce or military, providing technical certifications through Career & Technical Education courses for students choosing specific career fields, and/or teaching students the soft skills necessary to be valuable employees in the workforce upon graduation, students will leave Bryant High School prepared for success.

Bryant High School is partnered with Saline County Career and Technical Center (SCCTC) to offer career programs of study. These programs are approved by the Arkansas Division of Career and Technical Education and will be facilitated by the staff of Arkansas State University – Three Rivers. These courses will count toward high school graduation requirements. In some cases, the student will also earn credit toward a Technical Certificate or an associate degree through ASU - Three Rivers.

### GOAL ONE

Ensure that all students are career ready for whatever pathway they choose.

**Provide career exploration opportunities for all grades.**

ACTIONS	DATA	PROGRESS	OUTCOMES
<p>Students in K-5th grade will explore activities to develop awareness for different careers.</p> <ul style="list-style-type: none"><li>• Career Awareness</li><li>• Guest speakers</li><li>• Career day</li></ul> <p>Students in 6-7 grade will participate in activities to develop awareness for their potential careers.</p> <ul style="list-style-type: none"><li>• Career Fairs</li><li>• Guest Speakers</li><li>• After school clubs: FBLA, Robotics, Yearbook, Student Council, etc.</li></ul> <p>Students in 8th grade will complete Career Development.</p> <ul style="list-style-type: none"><li>• Assessments in CCR tool: Matchmaker, personality, learning, skills and mission complete assessments</li><li>• Create &amp; complete a Student Success Plan: 4 year plan</li></ul>	<p>Teacher created activities</p> <p>Guest speaker schedules</p> <p>Informational flyers for each event</p> <p>Student Success Plans</p> <p>Data from College &amp; Career Readiness (CCR) platform, Xello will be used to determine career interests along with participation and grades in all assignments.</p>	<p>Classroom discussions</p> <p>Student reflection products</p> <p>Attendance at career fair</p> <p>Feedback from activities</p>	<p>Increased opportunities to expose students to a variety of career choices</p>

... CONTINUED



**Provide career exploration opportunities for all grades.**

## GOAL TWO

Assist students in preparation for post secondary certifications and/or the workforce.

ACTIONS	DATA	PROGRESS	
<ul style="list-style-type: none"><li>Establish a CTE secondary vertical team</li><li>Review &amp; revise current CTE pathways (high wage, high skill)</li><li>Increase community partnerships with local business</li><li>Market current opportunities to students and parents</li><li>Provide support and opportunities for students in JROTC program in grades 9-12</li></ul>	<p>Team membership</p> <p>CTE Team goals</p> <p>Agenda</p> <p>Enrollment in CTE pathways</p> <p>Labor Market Data</p> <p>Apptegy reports</p>	<p>Feedback from activities</p> <p>Feedback from stakeholders</p>	<p>Provide students with meaningful career opportunities throughout their academic journey to prepare them for the workforce, military, or post-secondary</p>



## PRIORITY THREE CAREER READINESS

### Increase Career & Technical Pathways (industry certifications).

ACTIONS	DATA	PROGRESS	OUTCOMES
<p>Increase student participation in CTE pathways by:</p> <ul style="list-style-type: none"> <li><i>Promoting the benefits of being a CTE program completer</i></li> <li><i>Guest Speakers in career field</i></li> <li><i>Increase the number of program completers</i></li> </ul> <p>Increase the number of students earning industry certifications</p> <ul style="list-style-type: none"> <li><i>Promote the benefits of an industry certification</i></li> <li><i>Offer study sessions for assessments during Buzz time</i></li> <li><i>Incentivize certification assessments (use Perkins Funds)</i></li> </ul>	<p>Enrollment in CTE course</p> <p>Increase the number of courses that earn an industry certification</p> <p>Number of students taking certification assessments</p> <p>Pass rate of certifications</p> <p>Program completers data</p> <p>CAP guide</p>	<p>CTE courses grade checks</p> <p>Number of students participating in Buzz time sessions for certifications</p> <p>Semester grades for CTE courses</p>	<p>Increased number of completers and concentrators.</p> <p>*Completers: Students who take 3 or more credits in a career focus area and pathway</p> <p>*Concentrators: Students who take 2 or more credits in a career focus area and pathway</p>

## LEARNING FOR ALL ... SUCCESS FOR ALL



"We are committed to preparing all students for whatever post-secondary path they choose."



## PRIORITY FOUR

# HIGHLY QUALIFIED PERSONNEL

Hiring and retaining the most qualified, effective and diverse staff is paramount to the success of Bryant Public Schools. Employing teaching staff members who are experts in their content area and who exhibit a high impact on student learning is fundamental. We must also hire trained and highly skilled individuals to serve in support roles across the district. We want all employees to show genuine concern and commitment to their jobs, their teammates, and the students they serve through strong relationships built on mutual respect.

We will work to build a positive staff culture where all team members feel valued and respected. Team members will share accountability and work together toward advancing the district's mission and vision for success.

### GOAL

Recruit and retain highly effective staff.

#### Recruit highly effective staff.

ACTIONS	DATA	PROGRESS	OUTCOMES
Attend job fairs	Number of job fairs attended and contacts made	Review of data listed	Hire the best teachers and staff members who have a high impact on student growth
Host district job fair		Observation data from administrators	
Recruit highly effective staff from other districts	Number of hires from job fairs	Student growth data	Hire staff members who understand building relationships with students is of the utmost importance
Effective implementation of Educators Rising Program (High school teacher preparation program)	Staff hired from recommendations of current administrators and staff members	Educator Rising numbers and feedback surveys	Hire support staff members who understand the importance of their role in student learning
	Increase the number of students participating in the Educators Rising program		
	Applicant numbers		Recruit high school students to enter teaching profession and return to Bryant Public Schools



## PRIORITY FOUR

# HIGHLY QUALIFIED PERSONNEL

### Maintain a competitive salary schedule.

ACTIONS	DATA	PROGRESS	OUTCOMES
Administration will work with staff to form a competitive salary schedule.	Comparison to salary schedules of other districts in central Arkansas  Comparison to salary schedules of districts similar in size	Maintain competitive rankings  Survey of employees	Retain staff  Provide fair and competitive wages to staff members for best quality of life

### Develop distributed leadership opportunities among staff members.

ACTIONS	DATA	PROGRESS	OUTCOMES
Develop and maintain a leadership cadre for staff to gain skills to advance to leadership roles  Provide embedded, ongoing professional development opportunities	Number of staff members promoted to leadership roles  Survey data of cadre candidates  Survey of professional development opportunities	Review of data listed  Student growth data	Promote highly effective staff members to leadership positions to become highly effective specialists, interventionists, and administrators  Provide professional learning opportunities to staff members to build teacher leaders in the PLC process

### Retain staff.

ACTIONS	DATA	PROGRESS	OUTCOMES
Team members will be celebrated for their work and provided opportunities for learning and development.  Mentor and support new staff members with ongoing instructional coaching.  Provide and maintain open communication and transparency with staff members.	Surveys of mentors & novice teachers  Retention numbers after first year  Update staff on district initiatives, legislation and other actions affecting Bryant Public Schools  Utilize PPC meetings to distribute information and receive feedback from team members at all levels  Recognize staff members for accomplishments, awards, and leadership positions	Review of data listed  Mentoring evaluation	New employees and novice teachers will feel supported and confident in their roles.  Staff members will feel valued as members of Bryant Public Schools.  Staff members will feel a sense of belonging to their school/ department communities and the district as a whole.  Staff members will be celebrated for accomplishments and contributions.



# GLOSSARY

## **ACT**

Leading US college admissions test measuring what is learned in high school to determine academic readiness for college.

## **ATLAS**

Required Arkansas end of year summative state assessment for grades 3-10. Assesses student readiness in English, Reading, Math, and Science.

## **Advanced Placement (AP)**

Program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

## **Buzz Time**

Student advisory period at Bryant High School.

## **Career Action Plan (CAP) Guide**

Assists students in planning courses in grades 6-12.

## **Career Technical Education (CTE)**

Provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

## **Co-Curricular**

Activities, programs, and learning experiences that complement what students are learning in school.

## **Concentrator**

Student who takes 2 or more credits in a career focus area and pathway

## **Completer**

Student who takes 3 or more credits in a career focus area and pathway

## **ELA**

Refers to English Language Arts.

## **English-Language Learners (ELLs)**

Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

## **Equity**

All students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

## **Every Student Succeeds Act (ESSA)**

A federal law which governs the nation's K-12 public education policy.

## **Extra-Curricular**

Activities outside the regular curriculum or program of courses.

## **Pre-Advanced Placement (PreAP)**

Classes for students who show a high level of aptitude for, interest in and/or commitment to higher learning courses designed to teach skills necessary to be successful in junior and senior level AP courses.

## **Professional Learning Community (PLC)**

A team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

## **NWEA**

Arkansas state assessment for grades K-2 which measures student growth and proficiency to deliver individualized instruction.

## **Socio-Economic**

Students who qualify for free/reduced lunches under the National School Lunch Program.

## **Social and Emotional Learning**

Process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## **Soft Skills**

Personal attributes needed to succeed in the workplace, including people and communication skills.

## **Special Education (SPED)**

Refers to the practice of educating students with special educational needs in a way that addresses their individual differences and needs.

## **STEM**

Refers to science, technology, engineering and mathematics.

## **Success Plan**

Personalized education plan intended to assist students with achieving readiness for college, career, and community engagement. The student success plan shall guide the student along the pathway to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components.

## **THRIVE**

Project to support districts in efforts in developing and sustaining a Multi-Tiered System of Support, so students have access to the personalized academic, behavior, and mental health supports needed to be successful.

## **Xello**

College and Career Readiness platform used in grades 6-12 offering career assessment and college planning tools.

# REPORTING DATA

## STUDENT ASSESSMENT DATA

Student assessment data will be received in late summer /early fall 2024 for the new state assessment, ATLAS.

## STAKEHOLDER SURVEY

Students, parents, staff and community members will have the opportunity to complete a climate survey each spring. Results of the survey will be published each fall.

## ADDITIONAL DATA

Established data points will be published when available.

# STRATEGIC PLAN 2.0

## LEARNING FOR ALL ... SUCCESS FOR ALL

The Strategic Plan 2.0 was approved by the Bryant School Board on October 17, 2023.

**Superintendent**  
Dr. Karen Walters

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**2023-2024**  
**Bryant School Board**  
Craig Leone  
Scott Walsh  
Ben Lewellen  
Patrice Muldrow  
Tyler Nelson  
Kim Billingsley  
Nelly Valentin