



**BRYANT**  
PUBLIC SCHOOLS

**Strategic Plan**  
**YEAR 5 / 2017-2023**







# Our Strategic Plan for Success

Strategic planning is necessary for any successful organization. While planning has taken place in a number of different forms within the district, the Bryant School Board wanted a comprehensive strategic plan to provide direction for the future. We believe this road map will move Bryant from a very good school district to our vision of becoming the state's premier provider of educational services.

Hanover Research worked with the leadership staff to develop a climate and strategic planning survey to better understand stakeholders' perception of BPS and its priorities for the future. Respondents included district employees, parents at all grade levels, secondary students in grades 6-12, and community members.

Stakeholders were invited to become part of the collaborative effort to develop the strategic plan. A committee was formed to evaluate and prioritize the data from the survey. Stakeholders including parents, community members, board members, and district administrators worked for over two months using the survey data to not only envision a future for the District, but also develop a road map to take us there. Leadership teams developed targeted measures essential to reaching the goals over the next five years.

The strategic plan is a dynamic, living document used to guide decision making and evaluate current programs for effectiveness, at the district and school level. The plan includes goals, priorities, and actions based on multiple data sources. Specific measures are used to monitor success and recommend areas for improvement.

By clearly articulating our plan to all stakeholders, we move forward with a common vision. Everyone working together to achieve the shared goals will move the district toward educational excellence.

Bryant Public Schools (BPS) is proud of the quality of education provided to its students. Parents, community members, students, and district employees have high expectations for BPS to prepare our students for success.

## Strategic Plan Extended

Due to the impact of the COVID-19 public health emergency, schools were closed to onsite instruction from mid-March through the remainder of the 2019-20 school year. Data to measure plan progress is obtained from the yearly climate survey, which was not administered due to school closure. Standardized testing was suspended. Since survey data is one of the main components of the Strategic Plan and testing data for the school year unavailable, the Board of Education agreed to delay reporting and evaluating of Year 4 until the 2020-21 school year.

The ACT Aspire standardized testing platform will continue through Spring 2023 after which time a new state testing system will be implemented. To maintain consistency in measuring academic progress, the Strategic Plan will be extended an additional year.

The 2022-23 school year will be the last year data is collected for the current plan. The district will present the 2022-23 data at the beginning of the 2023-24 school year. Reporting plan progress is in the fall following the data collection. Delayed reporting is necessary because the district does not receive data assessment results and other data pieces until late summer and early fall.

In spring of 2023 the district will begin working with stakeholders to draft a new 2.0 version of the district's Strategic Plan for the 2023-24 school year.



# Vision **MISSION** Core Values

## OUR VISION (THE WHY)

Bryant Public Schools will be the state's premier provider of educational services.

## OUR MISSION (THE WHAT)

Bryant Public Schools create opportunities for academic and personal success to ensure all students are future ready.

## CORE VALUES (THE HOW)

Our core values drive our culture and remain at the center of every action and decision we make. They guide us in answering the question *"How do we want to act, consistent with our mission, along the path toward achieving our goals?"* These specific values are the heart of our culture because they are the foundation of a premier educational system.



### EQUITY

Student equity means that all students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

### EXCELLENCE

Student excellence is a balance of rigorous academic, social, and career/college readiness skills.

### COMMUNITY

Community engagement is a proactive involvement of stakeholders in school district priorities and partnerships.

# A Plan for Success **STRATEGY**

## OUR STRATEGY

The Strategic Plan contains four primary district goals and targeted measures essential for achieving those results. A specific set of priorities will determine how each goal is implemented.

The plan has four primary strategic goals which focus on these key areas:

**GOAL 1:** Personal Responsibility, Social and Emotional Learning

**GOAL 2:** Teaching and Learning

**GOAL 3:** Facilities and Systems

**GOAL 4:** Personnel

## SURVEY RESPONDENTS

	2017	2018	2019	2021	2022
<b>Staff</b>	598	660	649	692	531
<b>Parents</b>	976	672	1,012	1,484	697
<b>Students</b>	1,568	5,132	4,196	2,229	4,016
<b>Community</b>	101	59	113	80	31



### GOAL

# 1

Develop Student Awareness to Understand Personal Effort Will Maximize Potential for a Greater Quality of Life

### GOAL

# 2

Create Challenging, Innovative and Diverse Learning Experiences and Opportunities

### GOAL

# 3

Create Effective Organizational Systems and Environments Reinforcing Equity and Excellence

### GOAL

# 4

Recruit, Hire, Develop, and Retain a Diverse and Premier Workforce





# GOAL 1

## Develop Student Awareness to Understand Personal Effort Will Maximize Potential for a Greater Quality of Life

### RATIONALE

Bryant Public Schools believes that relationships provide a foundation for how learning and emotions affect what we learn. Social and emotional skills can be taught.

Social and Emotional Learning (SEL) has a positive impact on academic performance, health, relationships, and citizenship. SEL skills and attitudes are expected by employers. SEL provides a coordinating framework for the instructional programming of a school, including prevention and positive youth development programs.

Opportunities should be provided throughout the school day to practice the five SEL guiding principles. Students must be included in setting norms and caring for the classroom.



## Strategy

### PRIORITY 1

**Promote personal responsibility for effort related to behavior and academic requirements at school, home, and the greater community.**

### PRIORITY 2

**Support social and emotional learning growth for all students, including appropriate interpersonal relationships with peers and adults.**

### ACTIONS

Embed the five social and emotional guiding principles of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making into school culture.

Provide staff the tools needed to weave these competencies throughout their interactions with students, parents and peers.

Establish and implement academic and behavioral goals.

2017/18

#### PHASE ONE

Research and design a systematic framework for promoting student social and emotional learning.

2018/19

#### PHASE TWO

Implement a systematic framework for promoting student social and emotional learning with fidelity in every school and educate all stakeholders of the social and emotional guiding principles and grade level expectations to ensure student success.

2019/20

#### PHASE THREE

Evaluate and monitor the social and emotional framework to determine additional supports needed for ongoing success.



## About the Measures

Over the past years, state and federal governments have emphasized standardized tests for measuring student achievement. Ensuring student academic achievement is important; however, students must learn appropriate ways to communicate, respond, react, and interact with peers and adults.

Students must learn personal responsibility and perseverance in their schoolwork, extra-curricular activities, and any endeavor they pursue. While it is more difficult to measure these areas than academic achievement, the indicators below are intended to gauge different social and emotional aspects.

Initial data is based on surveys from the 2017 spring semester. The 2017 year will provide the baseline for climate surveys. Surveys will be given in the spring each year to determine progress for each indicator.

## GOAL 1 Measures

### Social and Emotional Learning Implementation

Schools with full implementation of social and emotional curricula with fidelity

Staff trained in processes of Capturing Kids' Hearts

18-19	20-21	21-22	22-23	TARGET
60%	100%	100%		100%
90%	93%	95%		100%

### Survey Data

School sets high expectations for student achievement

	16-17	17-18	18-19	20-21*	21-22	22-23	TARGET
Staff	85%	85%	85%	88%	84%		95%
Parents	78%	78%	80%	87%	80%		88%
Students	73%	74%	75%	73%	71%		85%

School wants students to succeed

Staff	95%	94%	95%	97%	96%		95%
Parents	88%	88%	87%	92%	87%		95%
Students	80%	80%	81%	76%	76%		90%

School prepares students to take responsibility for their actions

Staff	70%	67%	69%	73%	66%		85%
Parents	77%	77%	76%	81%	76%		85%
Students	67%	68%	70%	61%	64%		85%

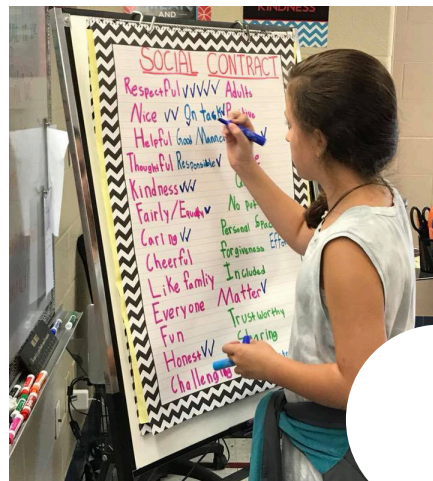
School prepares students to work hard and persist through challenges

Staff	79%	76%	82%	77%	73%		90%
Parents	76%	76%	77%	80%	76%		85%
Students	65%	69%	70%	59%	61%		80%

School develops students' ability to empathize with others

Staff	70%	73%	74%	79%	72%		90%
Parents	64%	65%	68%	67%	62%		80%
Students	33%	38%	59%	43%	49%		80%

\*Due to COVID-19, reporting and evaluating of Year 4 (2019-2020) was suspended until the 2020-21 school year.





# GOAL 1 Measures

## Survey Data

Believe students are motivated to learn

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
<b>Staff</b>	61%	58%	60%	65%	53%		80%
<b>Students</b>	25%	33%	34%	23%	45%		60%

\*Believe students come to class prepared

<b>Staff</b>	51%	50%	48%	56%	44%		70%
<b>Students</b>	33%	37%	38%	31%	40%		65%

\*Believe students work hard

<b>Staff</b>	64%	62%	63%	65%	55%		80%
<b>Students</b>	40%	47%	52%	34%	50%		70%

\*Believe students complete their homework

<b>Staff</b>	46%	45%	42%	40%	32%		75%
<b>Students</b>	28%	33%	35%	26%	41%		60%

\*Questions not included in parent survey.

School develops students' sense of moral and ethical codes of conduct

<b>Staff</b>	71%	73%	71%	78%	68%		90%
<b>Parents</b>	70%	69%	72%	72%	65%		85%
<b>Students</b>	35%	40%	58%	45%	49%		65%

School develops students' collaborative/teamwork skills

<b>Staff</b>	82%	85%	87%	80%	78%		95%
<b>Parents</b>	77%	78%	78%	76%	72%		90%
<b>Students</b>	63%	60%	72%	60%	49%		85%

School develops students' ability to manage their emotions

<b>Staff</b>	66%	67%	70%	78%	67%		85%
<b>Parents</b>	57%	59%	62%	61%	54%		75%
<b>Students</b>	19%	25%	45%	30%	37%		60%

School develops students' ability to resolve conflict

<b>Staff</b>	67%	68%	69%	75%	63%		85%
<b>Parents</b>	62%	59%	64%	61%	52%		80%
<b>Students</b>	27%	32%	52%	35%	40%		65%

## Discipline Data (secondary students only)

Total in-school suspension incidents

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
	1,678	1,239	1,151	631	1,384		Reduce 5% per year

Total out of school suspensions (short and long term)

	876	507	499	234	725		Reduce 5% per year
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Total students who were expelled at least once during the year

	9	11	6	0	0		<5 per year
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## GOAL 2

# Create Challenging, Innovative and Diverse Learning Experiences and Opportunities

## RATIONALE

Improved student achievement depends on a well rounded education that includes high expectations, effective teaching, and meaningful classroom experiences.

Students need a challenging curriculum that provides innovative opportunities to prepare them to be career and college ready.

Professional development in effective teaching practices and instructional strategies is essential for all teachers. A wide range of skills and support are required to meet the needs of an increasingly diverse student population and to help close the persistent gaps in learning.

## Strategy

### PRIORITY 1

**Implement and maintain a comprehensive PreK-12 curriculum and student assessments that include rigorous standards and high expectations.**

#### ACTIONS

Utilize formative, diagnostic, and summative assessments to individualize instruction.

Review and revise curriculum and instruction based on assessment of data, including vertical and horizontal alignment.

Provide professional development on standards, curriculum, instructional practices, and assessments.

### PRIORITY 2

**Focus on effective teaching practices that lead to positive outcomes for all students.**

#### ACTIONS

Conduct classroom reviews of instruction and environmental practices to identify effective teaching strategies and areas for growth.

Utilize student performance data to guide instructional practices and professional development needs.

Develop a system of academic supports to meet the needs of all students.

Support teachers by providing meaningful feedback on professional practices.

### PRIORITY 3

**Provide meaningful and engaging classroom experiences for students that lead to pathways to be career and/or college ready.**

#### ACTIONS

Create opportunities for all students to explore careers.

Provide project-based learning and STEM activities at all levels.

Survey secondary students for interest to determine programming and course offerings.

Research and develop career-focused pathways that may lead to Career Houses.

Provide students with relevant career experiences through the internship program.

Increase number of students enrolled in Pre-AP and AP courses.







## About the Measures

The vision of BPS is to be the state's premier provider of educational services. To achieve this lofty goal, BPS must strive to challenge all students. Classes must provide students with innovative and diverse learning opportunities. All students must leave BPS career and/or college ready.

Most of the measures related to this goal come from assessment data including, NWEA, ACT Aspire, ACT, and AP.

**NOTE REGARDING TEST SCORES FOR 2021-22:** The declines in meeting/exceeding state standards in all subject areas could be attributed to learning loss from instructional method (virtual), the number of days required to quarantine (missed school days), and student engagement during the COVID-19 pandemic. The learning loss was seen not only across Arkansas, but in students nationwide.

## GOAL 2 Measures

### Early Literacy Skill Development (\*NWEA MAP Growth)

	17-18*	18-19*	20-21	21-22	22-23	TARGET
Kindergarten students meeting projected growth in Literacy	65%	68%	63%	60%		95%
1st Grade students meeting projected growth in Literacy	47%	62%	46%	55%		95%
2nd Grade students meeting projected growth in Literacy	43%	40%	47%	43%		95%

### Early Math Skill Development (\*NWEA MAP Growth)

	17-18*	18-19*	20-21	21-22	22-23	TARGET
Kindergarten students meeting projected growth in Math	68%	64%	60%	67%		95%
1st Grade students meeting projected growth in Math	64%	49%	56%	41%		95%
2nd Grade students meeting projected growth in Math	30%	47%	39%	51%		95%

Note: Indicates % of students meeting individual growth targets. \*2017-18 and 2018-19 data changed due to a correction in number of instructional days between assessments.

### 3rd-10th Grade Student State Assessment Data

	16-17	17-18	18-19	20-21	22-22	22-23	TARGET
3rd Graders meeting or exceeding state standards in ELA*	58%	57%	50%	69%	69%		90%
3rd Graders meeting or exceeding state standards in Math	73%	75%	73%	60%	65%		85%
3rd Graders meeting or exceeding state standards in Science	47%	50%	47%	38%	38%		70%
3rd Graders meeting or exceeding state standards in Reading	54%	53%	48%	38%	43%		70%
4th Graders meeting or exceeding state standards in ELA	59%	56%	58%	69%	70%		80%
4th Graders meeting or exceeding state standards in Math	66%	68%	67%	58%	56%		80%
4th Graders meeting or exceeding state standards in Science	45%	52%	50%	39%	50%		70%
4th Graders meeting or exceeding state standards in Reading	54%	58%	54%	46%	49%		70%
5th Graders meeting or exceeding state standards in ELA	73%	56%	59%	76%	75%		85%
5th Graders meeting or exceeding state standards in Math	70%	63%	65%	41%	59%		85%
5th Graders meeting or exceeding state standards in Science	50%	49%	50%	34%	45%		70%
5th Graders meeting or exceeding state standards in Reading	51%	46%	51%	40%	45%		70%
6th Graders meeting or exceeding state standards in ELA	77%	62%	57%	75%	75%		90%
6th Graders meeting or exceeding state standards in Math	70%	75%	70%	53%	53%		85%
6th Graders meeting or exceeding state standards in Science	61%	52%	52%	44%	47%		75%
6th Graders meeting or exceeding state standards in Reading	60%	60%	52%	44%	56%		70%
7th Graders meeting or exceeding state standards in ELA	64%	56%	58%	81%	80%		90%
7th Graders meeting or exceeding state standards in Math	61%	63%	66%	56%	47%		80%
7th Graders meeting or exceeding state standards in Science	56%	51%	48%	46%	41%		70%
7th Graders meeting or exceeding state standards in Reading	48%	51%	49%	42%	43%		70%

Note: Students in grades 3-10 participate in ACT Aspire, the required state assessment. Numbers reflect percentage of students who received a "Ready" or "Exceeding" score. \*ELA indicates a combined score for English, Reading and Writing.

## GOAL 2 Measures

### 3rd-10th Grade Student State Assessment Data

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
8th Graders meeting or exceeding state standards in ELA	73%	58%	66%	78%	77%		90%
8th Graders meeting or exceeding state standards in Math 60%	64%	67%	52%	80%	52%		80%
8th Graders meeting or exceeding state standards in Science	57%	50%	51%	43%	45%		70%
8th Graders meeting or exceeding state standards in Reading	64%	59%	65%	60%	52%		70%
9th Graders meeting or exceeding state standards in ELA	60%	58%	56%	66%	63%		80%
9th Graders meeting or exceeding state standards in Math	35%	49%	49%	38%	36%		70%
9th Graders meeting or exceeding state standards in Science	40%	47%	46%	40%	38%		65%
9th Graders meeting or exceeding state standards in Reading	45%	49%	47%	43%	48%		70%
10th Graders meeting or exceeding state standards in ELA	58%	55%	49%	66%	61%		80%
10th Graders meeting or exceeding state standards in Math	29%	41%	38%	33%	32%		70%
10th Graders meeting or exceeding state standards in Science	39%	42%	38%	38%	32%		65%
10th Graders meeting or exceeding state standards in Reading	38%	38%	31%	45%	35%		70%

### ACT

	CLASS OF	2017	2018	2019	2020	2021	2022	TARGET
	16-17	17-18	18-19	20-21	21-22	22-23		
Average Composite: District	20.4	20.3	20.0	19.8	19.5	19.7		21
Average Composite: English	20.6	20.4	20.2	20.1	19.5	19.5		21
Average Composite: Math	19.9	19.6	19.4	18.9	18.9	18.7		21
Average Composite: Reading	20.6	20.5	20.2	19.8	19.5	20.1		21
Average Composite: Science	20.2	20.2	19.9	19.6	19.5	20.0		21

Based on participation of all students in graduating class.

### National Merit Scholarship Program

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
National Merit Semi-Finalists	1	0	3	1	2		8
National Merit Finalists	1	0	1	1	1		5

### AP Courses

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Percent of students scoring 3 or higher on AP Exams	54%	48%	48%	45%	58%		65%
Percent of students enrolled in an AP course (Grades 11-12)	36%	40%	37%	38%	37%		45%
Percent of students in AP STEM Courses (Grades 11-12)	13%	18%	17%	17%	20%		30%
Number of AP Scholars	67	83	74	77	102		90
Number of AP Scholars with Honor	19	16	19	22	18		25
Number of AP Scholars with Distinction	24	17	23	27	33		30
Number of National AP Scholars	4	1	3	0	0		8

### High School Students on Track for Graduation\*

	17-18	18-19	20-21	21-22	22-23	TARGET
9th Grade Students earning 5.5 credits	88%	84%	91%	91%		99%
10th Grade Students earning 11 credits	96%	90%	86%	84%		99%
11th Grade Students earning 16.5 credits	97%	93%	88%	89%		99%

\*Measures changed to align with ESSA.

### Post Secondary Readiness

	16-17	17-18	18-19	19-20	21-22	22-23	TARGET
High School Graduation Rate	93.6%	92.3%	89.8%	93%	90%		96%
College Remediation Rate	46.4%	54%	**	**	**		25%

\*Data not available at time of publication, but will be updated when received.

Note: College remediation rate decrease(s) to show progress. \*\*Data no longer published by state.

### Post Secondary Entry and Persistence Implementation

	17-18	18-19	20-21	21-22	22-23	TARGET
Students earning Industry Certification from eligible courses	38%	48%	228	674		Increase by 5%
Students designated CTE completer	166 <sup>students</sup>	136 <sup>students</sup>	135 <sup>students</sup>	139 <sup>students</sup>		Increase by 5%
Students enrolled in CTE pathways	2,276	2,375	2,125	2,097		Increase by 5%
Student internships	204 <sup>students</sup>	213 <sup>students</sup>	182 <sup>students</sup>	244 <sup>students</sup>		Report only

## GOAL 2 Measures

*Career and Future Ready		16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Students and parents who report a well-rounded curriculum	Parents Students	79% 66%	81% 70%	83% 73%	88% 68%	81% 69%		90 80%
Students and parents who report enough resources to support student learning	Parents Students	71% 72%	75% 76%	77% 79%	90% 79%	80% 79%		85% 85%
Students and parents who report differentiated instruction for all students based on their needs	Parents Students	63% 54%	67% 59%	71% 62%	73% 52%	64% 57%		75% 70%
Students who report development of technology and computer literacy skills	Students	77%	75%	81%	74%	73%		90%
Students and parents who report opportunities for project-based learning	Parents Students	62% 67%	67% 70%	66% 71%	58% 60%	64% 75%		75% 80%
Students and parents who report opportunities to gain real-world experience inside and outside the classroom	Parents Students	41% 49%	52% 55%	51% 55%	49% 45%	43% 61%		75% 80%
School develops students' critical thinking skills	Staff Parents Students	80% 77% 64%	83% 77% 63%	81% 77% 74%	83% 80% 62%	79% 72% 63%		83% 90% 85%
School/district prepares students for college	Staff Parents Students Community	80% 75% 62% 73%	54% 77% 77% 68%	80% 71% 69% 68%	75% 77% 63% 75%	70% 69% 66% 70%		95% 90% 95% 90%
School/district prepares students for future careers	Staff Parents Students Community	71% 65% 40% 56%	78% 64% 51% 57%	75% 64% 54% 58%	75% 68% 54% 66%	69% 61% 63% 72%		95% 90% 95% 90%
School/district prepares students for technical or trade school	Staff Parents Students Community	61% 59% 41% 57%	78% 64% 51% 57%	75% 64% 54% 58%	65% 59% 46% 58%	65% 57% 57% 63%		95% 90% 95% 90%
Academic Engagement				18-19	20-21	21-22	22-23	TARGET
Understand high school graduation requirements			Parents Students	70% 75%	76% 81%	76% 81%		100% 100%
**Understand how cumulative grades are given at end of term			Parents Students	80% 75%	83% 86%	86% 85%		100% 100%
**Understand standards based report cards <i>Elementary parents only.</i>			Parents Students	76% 87%	86% 88%	83% 89%		100% 100%
**Understand course offerings and relationship to career choice			Parents Students	63% 73%	70% 80%	66% 79%		100% 100%
**Counselors proactive in reaching out to students			Parents Students	51% 65%	53% 88%	48% 64%		100% 100%
				18-19	20-21	21-22	22-23	TARGET
**+Parents who report accessing Naviance, college/career planning software				26%	11%	15%		85%
**+Parents who report feeling comfortable using Naviance				25%	22%	22%		85%
**Parents who report accessing HAC online grading system				79%	53%	55%		100%

\*Survey Data

\*\*Added to Hanover survey in 2018-19

+Question revised from Year 1 & 2 and added to Hanover survey in 2018-19



# GOAL 3

## Create Effective Organizational Systems and Environments Reinforcing Equity and Excellence

### RATIONALE

Children and adolescents deserve to feel safe and supported in a positive learning environment. Equity of student access and positive opportunities to learn are essential to accelerate learning for all.

An effective organizational structure distributes resources to schools based on students' needs, maintains open communication, and provides a safe and secure learning environment for all students.

Improvement is achieved through continuous review and revision of systems.

### Strategy

#### PRIORITY 1

**Provide safe and innovative environments for all students.**

##### ACTIONS

Revise and implement plans for increased student safety.

Implement additional strategies to decrease bus discipline issues.

Create and implement a proactive plan of facility modernization utilizing current funds with emphasis on safety and security.

Maintain long-term facility, technology, and maintenance plans.

#### PRIORITY 2

**Distribute resources by aligning student needs and desired outcomes to ensure equal access.**

##### ACTIONS

Actively recruit underrepresented student populations in Pre-AP/AP classes and STEM fields.

Fund schools through a system of identified student needs and desired outcomes.

Ensure every student has needed access to resources and coordinated interventions.



#### PRIORITY 3

**Engage students, parents, staff, and the community with open and honest communication to foster a welcoming environment, sense of belonging, and school pride.**

##### ACTIONS

Create a welcoming and inclusive environment for all families.

Strengthen the accuracy and availability of language translation for school-wide and district-wide communication for language minority families.

Implement strategies in District Communication Plan.

Create a mutual system of communication between schools and central office focused on joint ownership of strategic goals.

## About the Measures

Indicators for Goal 3 are both perceptual and quantitative. English Language Arts (ELA) and math data is derived from ACT Aspire, the required state assessment.

Initial data is based on surveys from the 2017 spring semester. The 2017 year will provide the baseline for climate surveys. Surveys will be given in the spring each year to determine progress for each indicator.

To determine effectiveness of systems, other data will be used such as technology ticket software, budget information, and transportation data.

**NOTE REGARDING TEST SCORES FOR 2021-22:** The declines in meeting/exceeding state standards in all subject areas could be attributed to learning loss from instructional method (virtual), the number of days required to quarantine (missed school days), and student engagement during the COVID-19 pandemic. The learning loss was seen not only across Arkansas, but by students nationwide.



## GOAL 3 Measures

### At Risk Learners

3rd-10th Grade Student State Assessment Data	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
3rd Graders ELL meeting or exceeding state standards in ELA	36%	41%	15%	44%	34%		60%
3rd Graders ELL meeting or exceeding state standards in Math	36%	51%	50%	33%	41%		60%
3rd Graders ELL meeting or exceeding state standards in Science	6%	21%	17%	9%	9%		45%
3rd Graders ELL meeting or exceeding state standards in Reading	24%	26%	8%	11%	14%		45%
3rd Graders SPED meeting or exceeding state standards in ELA	25%	20%	14%	29%	28%		50%
3rd Graders SPED meeting or exceeding state standards in Math	29%	30%	44%	23%	25%		50%
3rd Graders SPED meeting or exceeding state standards in Science	12%	14%	20%	14%	14%		45%
3rd Graders SPED meeting or exceeding state standards in Reading	16%	24%	15%	13%	11%		45%
3rd Graders Free/Reduced* meeting or exceeding state standards in ELA	45%	41%	39%	58%	47%		60%
3rd Graders Free/Reduced meeting or exceeding state standards in Math	60%	63%	62%	50%	47%		80%
3rd Graders Free/Reduced meeting or exceeding state standards in Science	33%	33%	34%	28%	23%		65%
3rd Graders Free/Reduced meeting or exceeding state standards in Reading	39%	38%	34%	27%	26%		70%
4th Graders ELL meeting or exceeding state standards in ELA	28%	32%	13%	33%	43%		50%
4th Graders ELL meeting or exceeding state standards in Math	42%	45%	23%	35%	28%		60%
4th Graders ELL meeting or exceeding state standards in Science	24%	26%	8%	5%	18%		45%
4th Graders ELL meeting or exceeding state standards in Reading	21%	32%	15%	11%	50%		
4th Graders SPED meeting or exceeding state standards in ELA	20%	13%	19%	23%	29%		50%
4th Graders SPED meeting or exceeding state standards in Math	27%	24%	36%	15%	21%		50%
4th Graders SPED meeting or exceeding state standards in Science	11%	13%	24%	8%	23%		45%
4th Graders SPED meeting or exceeding state standards in Reading	13%	13%	27%	7%	19%		45%
4th Graders Free/Reduced meeting or exceeding state standards in ELA	48%	39%	42%	58%	46%		70%
4th Graders Free/Reduced meeting or exceeding state standards in Math	55%	51%	56%	46%	46%		70%
4th Graders Free/Reduced meeting or exceeding state standards in Science	32%	36%	38%	27%	41%		50%
4th Graders Free/Reduced meeting or exceeding state standards in Reading	42%	44%	40%	35%	39%		70%
5th Graders ELL meeting or exceeding state standards in ELA	54%	19%	15%	47%	39%		70%
5th Graders ELL meeting or exceeding state standards in Math	49%	44%	8%	15%	25%		70%
5th Graders ELL meeting or exceeding state standards in Science	30%	21%	4%	2%	17%		50%
5th Graders ELL meeting or exceeding state standards in Reading	25%	9%	4%	9%	11%		50%

NOTE: ELL students tested in all domains for 2017-18.

\*Socio-Economic changed to Free/Reduced Meal Status or Free/Reduced.

# GOAL 3 Measures



	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
5th Graders SPED meeting or exceeding state standards in ELA	27%	12%	13%	29%	26%		50%
5th Graders SPED meeting or exceeding state standards in Math	34%	28%	27%	6%	11%		50%
5th Graders SPED meeting or exceeding state standards in Science	17%	13%	18%	8%	10%		45%
5th Graders SPED meeting or exceeding state standards in Reading	12%	12%	15%	9%	6%		50%
5th Graders Free/Reduced* meeting or exceeding state standards in ELA	53%	40%	44%	70%	47%		70%
5th Graders Free/Reduced meeting or exceeding state standards in Math	60%	51%	49%	36%	47%		80%
5th Graders Free/Reduced meeting or exceeding state standards in Science	37%	33%	36%	23%	31%		50%
5th Graders Free/Reduced meeting or exceeding state standards in Reading	35%	32%	36%	30%	35%		50%
6th Graders ELL meeting or exceeding state standards in ELA	52%	24%	24%	48%	49%		70%
6th Graders ELL meeting or exceeding state standards in Math	39%	78%	54%	14%	22%		60%
6th Graders ELL meeting or exceeding state standards in Science	39%	27%	27%	10%	10%		50%
6th Graders ELL meeting or exceeding state standards in Reading	26%	20%	20%	10%	24%		60%
6th Graders SPED meeting or exceeding state standards in ELA	30%	6%	10%	23%	30%		50%
6th Graders SPED meeting or exceeding state standards in Math	33%	38%	29%	15%	14%		50%
6th Graders SPED meeting or exceeding state standards in Science	25%	12%	13%	10%	10%		45%
6th Graders SPED meeting or exceeding state standards in Reading	23%	7%	12%	10%	13%		45%
6th Graders Free/Reduced meeting or exceeding state standards in ELA	61%	49%	41%	67%	44%		80%
6th Graders Free/Reduced meeting or exceeding state standards in Math	57%	67%	58%	33%	44%		70%
6th Graders Free/Reduced meeting or exceeding state standards in Science	49%	58%	36%	27%	35%		80%
6th Graders Free/Reduced meeting or exceeding state standards in Reading	46%	47%	37%	24%	48%		80%
7th Graders ELL meeting or exceeding state standards in ELA	39%	22%	12%	36%	65%		60%
7th Graders ELL meeting or exceeding state standards in Math	39%	34%	17%	12%	6%		60%
7th Graders ELL meeting or exceeding state standards in Science	36%	19%	11%	7%	16%		50%
7th Graders ELL meeting or exceeding state standards in Reading	34%	16%	9%	10%	8%		50%
7th Graders SPED meeting or exceeding state standards in ELA	22%	10%	5%	28%	30%		40%
7th Graders SPED meeting or exceeding state standards in Math	15%	25%	16%	5%	6%		40%
7th Graders SPED meeting or exceeding state standards in Science	12%	12%	7%	6%	9%		45%
7th Graders SPED meeting or exceeding state standards in Reading	12%	15%	8%	2%	8%		45%
7th Graders Free/Reduced meeting or exceeding state standards in ELA	45%	39%	41%	73%	31%		60%
7th Graders Free/Reduced meeting or exceeding state standards in Math	44%	50%	48%	40%	31%		60%
7th Graders Free/Reduced meeting or exceeding state standards in Science	38%	38%	33%	33%	25%		60%
7th Graders Free/Reduced meeting or exceeding state standards in Reading	32%	35%	32%	30%	32%		60%
8th Graders ELL meeting or exceeding state standards in ELA	34%	13%	26%	42%	33%		60%
8th Graders ELL meeting or exceeding state standards in Math	32%	16%	7%	9%	9%		60%
8th Graders ELL meeting or exceeding state standards in Science	29%	8%	7%	5%	9%		45%
8th Graders ELL meeting or exceeding state standards in Reading	31%	18%	22%	19%	14%		50%
8th Graders SPED meeting or exceeding state standards in ELA	19%	19%	31%	38%	30%		40%
8th Graders SPED meeting or exceeding state standards in Math	10%	15%	23%	10%	5%		40%
8th Graders SPED meeting or exceeding state standards in Science	11%	13%	17%	12%	3%		40%
8th Graders SPED meeting or exceeding state standards in Reading	17%	23%	41%	17%	9%		40%
8th Graders Free/Reduced meeting or exceeding state standards in ELA	53%	39%	55%	68%	39%		70%
8th Graders Free/Reduced meeting or exceeding state standards in Math	45%	46%	54%	35%	39%		60%
8th Graders Free/Reduced meeting or exceeding state standards in Science	42%	31%	37%	28%	34%		60%
8th Graders Free/Reduced meeting or exceeding state standards in Reading	53%	41%	54%	45%	45%		60%

\*Socio-Economic changed to Free/Reduced Meal Status or Free/Reduced.



# GOAL 3 Measures

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
9th Graders ELL meeting or exceeding state standards in ELA	34%	19%	5%	34%	20%		60%
9th Graders ELL meeting or exceeding state standards in Math	10%	26%	7%	10%	6%		50%
9th Graders ELL meeting or exceeding state standards in Science	16%	14%	2%	10%	4%		45%
9th Graders ELL meeting or exceeding state standards in Reading	18%	12%	5%	7%	6%		50%
9th Graders SPED meeting or exceeding state standards in ELA	12%	4%	15%	20%	19%		40%
9th Graders SPED meeting or exceeding state standards in Math	2%	7%	8%	9%	5%		40%
9th Graders SPED meeting or exceeding state standards in Science	5%	3%	11%	6%	6%		40%
9th Graders SPED meeting or exceeding state standards in Reading	3%	4%	11%	9%	12%		40%
9th Graders Free/Reduced* meeting or exceeding state standards in ELA	46%	43%	36%	50%	20%		60%
9th Graders Free/Reduced meeting or exceeding state standards in Math	20%	33%	29%	23%	20%		50%
9th Graders Free/Reduced meeting or exceeding state standards in Science	27%	30%	25%	23%	24%		55%
9th Graders Free/Reduced meeting or exceeding state standards in Reading	34%	34%	29%	29%	33%		60%

10th Graders ELL meeting or exceeding state standards in ELA	19%	20%	5%	6%	23%		50%
10th Graders ELL meeting or exceeding state standards in Math	15%	11%	14%	3%	5%		50%
10th Graders ELL meeting or exceeding state standards in Science	9%	11%	5%	3%	5%		50%
10th Graders ELL meeting or exceeding state standards in Reading	13%	16%	7%	0%	2%		50%
10th Graders SPED meeting or exceeding state standards in ELA	7%	9%	3%	23%	12%		40%
10th Graders SPED meeting or exceeding state standards in Math	2%	7%	0%	8%	7%		40%
10th Graders SPED meeting or exceeding state standards in Science	2%	5%	0%	13%	8%		40%
10th Graders SPED meeting or exceeding state standards in Reading	4%	7%	1%	15%	5%		40%
10th Graders Free/Reduced meeting or exceeding state standards in ELA	40%	43%	32%	46%	17%		60%
10th Graders Free/Reduced meeting or exceeding state standards in Math	16%	27%	23%	13%	17%		50%
10th Graders Free/Reduced meeting or exceeding state standards in Science	24%	28%	20%	19%	17%		50%
10th Graders Free/Reduced meeting or exceeding state standards in Reading	25%	29%	18%	29%	24%		60%

AP Courses	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Percent of all minority students enrolled in AP courses (Grades 11-12)	24%	27%	31%	27%	28%		35%*
Percent of all language minority students enrolled in AP courses (Grades 11-12)	24%	34%	38%	25%	28%		35%*
Percent of all Free/Reduced* students enrolled in AP courses (Grades 11-12)	22%	19%	25%	24%	20%		35%*

NOTE: Represents the % of students from the sub population (minority, language minority and socio-economic or free/reduced), not the total 11-12 population.  
\*Measures changed due to adjustment in data determination for Year 1.

	CLASS OF 2017 16-17	2018 17-18	2019 18-19	2020 19-20	2021 20-21	2022 21-22	22-23	TARGET
Post Secondary Readiness								
ELL High School Graduation Rate	83%	80%	77.8%	80.7%	70.3%	*		100%
SPED High School Graduation Rate	85.1%	86.2%	75.3%	88.7%	74.7%	*		95%
Free/Reduced Meal Status* Graduation Rate	91.6%	91.4%	83.3%	91.3%	82.8%	*		95%

\*Data not available at time of publication, but will be updated when received.

Aligned Communications	17-18	18-19	20-21	21-22	22-23	TARGET
School principals and central office administrators who report more aligned messages.	90%	100%	72%	82%		100%
Departments provide aligned messages to school leaders	87%	82%	86%	91%		100%
Central Office provides aligned messages to school leaders	84%	93%	88%	91%		100%
Key messages aligned with the Strategic Plan	100%	100%	100%	100%		100%
Parents who use language translations report improved access/accuracy to key district messages	100%	100%	100%	100%		100%

\*Socio-Economic changed to Free/Reduced Meal Status or Free/Reduced.

## GOAL 3 Measures

### Open and Honest Communication

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Parents report <b>school</b> effectively communicates with them	75%	64%	76%	80%	76%		85%
Parents report <b>school</b> regularly communicates with them	79%	66%	79%	80%	78%		90%
Parents report <b>school</b> is transparent with parents about school decision-making	56%	61%	63%	70%	59%		70%
Parents report <b>school</b> engages parents	71%	68%	69%	68%	63%		85%
Parents report <b>school</b> responds to parent questions or concerns	81%	75%	78%	82%	76%		90%
Parents report <b>district</b> effectively communicates with them	61%	64%	67%	81%	74%		75%
Parents report <b>district</b> regularly communicates with them	61%	66%	67%	80%	76%		75%
Parents report <b>district</b> is transparent with parents about school decision-making	49%	55%	55%	68%	60%		65%
District effectively communicates with broader community	<b>Parents</b> 53% <b>Community</b> 44%	56% 49%	57% 48%	60% 36%	57% 42%		70% 70%
District engages broader community in key initiatives	<b>Parents</b> 53% <b>Community</b> 44%	56% 49%	57% 48%	60% 42%	50% 37%		70% 70%
District effectively uses taxpayer funds	<b>Staff</b> 75% <b>Community</b> 46%	76% 35%	77% 49%	70% 45%	69% 57%		90% 90%
District is focused on regional economic development	<b>Staff</b> 73% <b>Community</b> 40%	73% 34%	78% 43%	71% 49%	70% 64%		85% 75%
District creates partnerships with private sector and other organizations	<b>Staff</b> 79% <b>Community</b> 47%	80% 37%	79% 44%	80% 54%	75% 70%		90% 75%
District communicates its successes to broader community	<b>Staff</b> 78% <b>Community</b> 52%	85% 58%	89% 63%	88% 59%	88% 71%		95% 75%
District works with other civic organizations and the business community to meet the needs of the region	<b>Staff</b> 77% <b>Community</b> 43%	78% 42%	81% 50%	78% 55%	81% 69%		85% 65%
District is headed in the right direction	<b>Staff</b> 78% <b>Community</b> 54%	79% 42%	83% 53%	82% 67%	69% 48%		90% 75%

### Equitable Distribution of Resources

Schools allocated needs-based resources

*Schools above 50% Free and Reduced Lunch status identified as needing additional resources.*

17-18	18-19	20-21	21-22	22-23	TARGET
N/A	2/2	5/5	5/5		100%

### Technology

Technology installations as scheduled

Technology work tickets addressed within 48 hours (on average)

17-18	18-19	20-21	21-22	22-23	TARGET
75%	80%	80%	85%		90%
61%	70%	83%	78%		85%

\*Students and parents report enough technology resources to support student learning

16-17	17-18	18-19	20-21	21-22	22-23	TARGET
<b>Parents</b> 79% <b>Students</b> 85%	83% 87%	84% 87%	82% 87%	91% 88%		90% 95%

\*ACT Aspire and survey data not available for 2019-20 school year.

\*Survey Data

# GOAL 3 Measures

## \*Sense of Belonging and School Pride

		16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Students are proud to attend their school	<b>Staff</b>	81%	82%	79%	87%	79%		90%
	<b>Parents</b>	81%	78%	79%	84%	78%		90%
	<b>Students</b>	50%	50%	66%	63%	53%		80%
Students feel welcome at school	<b>Staff</b>	86%	89%	91%	92%	88%		95%
	<b>Parents</b>	82%	78%	83%	82%	76%		90%
	<b>Students</b>	56%	56%	72%	72%	60%		80%
Students feel like they belong at school	<b>Staff</b>	83%	83%	83%	87%	81%		95%
	<b>Parents</b>	78%	74%	80%	78%	72%		95%
	<b>Students</b>	43%	46%	64%	62%	50%		80%
Students and parents report feeling accepted by the school community	<b>Staff</b>	91%	89%	91%	89%	86%		95%
	<b>Parents</b>	87%	82%	84%	84%	82%		90%
	<b>Students</b>	65%	64%	67%	55%	72%		82%
Students and parents who report quality extracurricular activities	<b>Parents</b>	80%	79%	82%	72%	75%		90%
	<b>Students</b>	80%	75%	81%	87%	88%		90%
Students and parents who report enough extracurricular activities	<b>Parents</b>	78%	77%	79%	65%	64%		90%
	<b>Students</b>	74%	72%	79%	82%	77%		90%
Students and parents who report quality co-curricular activities	<b>Parents</b>	83%	82%	84%	73%	73%		90%
	<b>Students</b>	80%	73%	81%	88%	75%		90%
Students and parents who report enough co-curricular activities	<b>Parents</b>	78%	78%	80%	66%	61%		90%
	<b>Students</b>	74%	70%	77%	78%	69%		90%

## Facilities

		16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Maintenance tickets closed within 5 days (on average)		N/A	11days	15.5days	7days	8.72days		5days
Preventative maintenance completed within 7 days of scheduled time		N/A	13days	12.5days	10days	8.54days		7days
*Students and parents report facilities are well-maintained.	<b>Parents</b>	69%	82%	85%	91%	86%		90%
	<b>Students</b>	70%	64%	68%	72%	67%		80%
*Students and parents report schools have classroom environments that support learning	<b>Parents</b>	80%	79%	83%	83%	80%		90%
	<b>Students</b>	72%	73%	76%	73%	77%		82%
*Students and parents report accessibility to all regardless of physical disability	<b>Parents</b>	78%	79%	82%	83%	77%		90%
	<b>Students</b>	73%	74%	77%	75%	83%		82%

## \*Safe Environments

		16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Students and parents report students feel safe at school	<b>Parents</b>	84%	75%	84%	90%	81%		90%
	<b>Students</b>	75%	66%	68%	62%	75%		85%
Students and parents report students feel safe arriving at and leaving school	<b>Parents</b>	88%	83%	88%	93%	90%		95%
	<b>Students</b>	79%	75%	78%	77%	83%		90%
Students and parents report students feel safe at school-sponsored activities after school	<b>Parents</b>	86%	78%	80%	80%	80%		95%
	<b>Students</b>	76%	72%	69%	72%	79%		90%
Students and parents report school provides a safe learning space for students	<b>Parents</b>	86%	82%	86%	91%	82%		95%
	<b>Students</b>	76%	74%	76%	70%	84%		90%
Students and staff members report being physically threatened one or more times by students at school	<b>Staff</b>	18%	22%	19%	16%	24%		<5%
	<b>Students</b>	33%	37%	38%	36%	37%		<20%
Students and staff members report being verbally harassed	<b>Staff</b>	35%	39%	35%	28%	32%		<20%
	<b>Students</b>	48%	50%	50%	40%	44%		<30%

\*Survey Data



## GOAL 3 Measures

### \*Safe Environments

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Staff report being physically threatened by parents at school	8%	7%	8%	5%	4%		0
Staff report being verbally harassed by parents at school	43%	39%	35%	24%	26%		10%

### Transportation

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Bus discipline referrals	N/A	1,323	1,009	775	1,327		1,058 <5% per year
Bus suspensions	N/A	563	279	127	124		450 <5% per year

*Students and parents report feeling safe on the school bus	<b>Parents</b>	55%	54%	61%	70%	63%	70%
	<b>Students</b>	53%	53%	59%	60%	56%	70%

### \*Reasons for Feeling Unsafe on Bus

The respondents who disagreed with feeling safe on the bus reported the following factors:

Bullying or harassment from other students	<b>Parents</b>	N/A	75%	83%	49%	36%	40%
	<b>Students</b>	N/A	52%	57%	32%	33%	25%
Unsafe driving by bus drivers	<b>Parents</b>	N/A	22%	22%	15%	26%	10%
	<b>Students</b>	N/A	45%	42%	20%	22%	10%
Unsafe traffic conditions when boarding/leaving the bus at school	<b>Parents</b>	N/A	10%	9%	4%	6%	0
	<b>Students</b>	N/A	24%	25%	11%	14%	0
Unsafe traffic conditions when boarding/leaving the bus at the bus stop	<b>Parents</b>	N/A	20%	17%	8%	11%	0
	<b>Students</b>	N/A	24%	26%	13%	14%	0

### Safety and Security

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Schools with secured access to building entry and office	7/10	8/10	12/12	12/12	12/12		12/12
Schools with RAPTOR Visitor Management System	9/10	9/10	12/12	12/12	12/12		12/12
Covered walkways added for safe connections to external buildings (for elementary schools NOT under one roof**)	0/5	2/5	4/5	4/5	4/5		4/5
Number of video surveillance cameras district-wide	553	601	853	1,201	1,184***		1,250
District Security Coordinator completes Risk Evaluation and Mitigation Strategies (REMS) Facility Assessments	N/A	N/A	100%	100%	100%		100%
Full-time armed presence on each school campus	5/10	5/10	5/11	12/12	12/12		12/12

\*Survey Data

\*\*Possible locations: CES, DES, SES, SPES, (traffic patterns prevent enclosure at BES)

\*\*\*New cameras have better coverage and panoramic views, so fewer are needed.



# GOAL 4

## Recruit, Hire, Develop, and Retain a Diverse and Premier Workforce

### RATIONALE

Bryant Public Schools must attract and retain a diverse group of highly qualified teachers and support personnel. The diverse cultures of our student population should be represented in school staff.

Mentoring, evaluations with feedback, and quality training are support systems used to continuously build professional capacity.

For Bryant to be the state's premier provider of educational services, leadership skills and capacity must continuously be developed with our current staff.

## Strategy

### PRIORITY 1

**Promote equity and excellence through diverse staff hiring based on proven performance.**

#### ACTIONS

Ensure BPS maintains a competitive salary compensation plan.

Create recruiting materials to represent diversity of Bryant's student population.

Continue participation in job fairs to recruit underrepresented populations.

Evaluate and develop consistent interview practices.

Communicate avenues for current students and staff to pursue teacher certification.

### PRIORITY 2

**Retain staff by embedding support systems.**

#### ACTIONS

Strengthen Professional Learning Communities (PLCs) for staff to feel connected, supported, and valued.

Build a culture of intentional mentoring and relationship building.

Develop and support a high quality evaluation process focused on meaningful feedback which leads to improved employee performance.

### PRIORITY 3

**Develop and grow internal talent to build capacity.**

#### ACTIONS

Encourage participation of potential leaders to engage in leadership roles.

Implement leadership cadre of assistant principals and teachers to prepare for future leadership roles.

Implement special education leadership cadre for teachers to prepare for future leadership roles.

Expect all staff to take responsibility for personal and professional growth.







## About the Measures

In order to ensure all students are globally competitive BPS must attract and retain a diverse group of effective teachers and administrators.

All staff must continue to grow professionally to provide a premier education for students.

Indicators below reflect survey information and internal reports.

## GOAL 4 Measures

### Staff Hiring

Ranking of salaries in comparable (7A) school districts

*\*LRSD, Cabot, Conway, Van Buren, Ft. Smith, Rogers, Fayetteville, Bentonville, Springdale*

Beginning Bachelors

Mid-Mark Bachelors

Mid-Mark Masters

Topped Out Masters

17-18 18-19 20-21 21-22 22-23

6th 6th 7th 9th  
5th 5th 6th 8th  
5th 5th 5th 8th  
7th 5th 5th 6th

Ranking of salaries in local *\*Central Arkansas* school districts

*\*LRSD, PCSSD, NLR, Cabot, Conway, Benton, Bauxite, Harmony Grove, Lake Hamilton, Lakeside, Sheridan*

Beginning Bachelors

Mid-Mark Bachelors

Mid-Mark Masters

Topped Out Masters

3rd 3rd 3rd 6th  
1st 2nd 3rd 7th  
2nd 1st 1st 4th  
3rd 2nd 1st 3rd

### Recruiting

Recruiting materials represent diversity

Total number of applicants for positions

Number of diverse applicants for positions

Total number of new hires

Number of diverse and qualified new hires

New hires through job fair contacts

Classified staff hired as teachers

17-18 18-19 20-21 21-22 22-23

100% 100% 100% 100%  
2,453 2,466 1,393 1,776  
405 532 234 468  
221 205 98 58  
27 46 17 4  
9 24 0\* 31  
2 0 4 1

*\*2019 district Job Fair was cancelled due to COVID school closure.*

### Retention

Long term substitutes hired as teachers

Staff retentions (not related to relocation/retirements)

\*Percentage of departing employees who retired

\*Percentage of departing employees who resigned

\*Percentage of other departing employees

*\*District exit survey data*

17-18 18-19 20-21 21-22 22-23

5 3 6 3  
617 624 639 618  
22% 18% 23% 22%  
75% 79% 76% 78%  
2% 3% 3% 0%

District attracts high quality teachers

District retains high quality teachers

District actively recruits and attracts staff members from diverse backgrounds

District provides fair compensation to staff members

District provides competitive compensation to staff members relative to other districts in the area

	16-17	17-18	18-19	20-21	21-22	22-23
<b>Staff</b>	82%	78%	89%	93%	88%	
<b>Parents</b>	69%	71%	76%	84%	78%	
<b>Staff</b>	73%	73%	83%	81%	68%	
<b>Parents</b>	68%	69%	73%	79%	70%	
<b>Staff</b>	57%	58%	74%	72%	73%	
<b>Parents</b>	42%	45%	55%	61%	59%	
<b>Staff</b>	52%	63%	80%	72%	63%	
<b>Parents</b>	32%	45%	43%	53%	41%	
<b>Staff</b>	48%	66%	82%	80%	70%	
<b>Parents</b>	35%	48%	48%	54%	44%	

TARGET
90%
90%
90%
90%
85%
75%

# GOAL 4 Measures

## Grow Internal Capacities

	17-18	18-19	19-20	20-21	22-22
Leadership Cadre members completing the program (teachers aspiring to administration)	16	13	N/A	N/A	
Previous or past cadre members hired for advancement	4	3	7	4	
Total internal hires for advancement (includes certified + classified)	21	21	23	13	

## Development of Staff

	17-18	18-19	20-21	21-22	22-23
Classroom observations	2,006	4,074	2,774	Data no longer available	
Video observations	328	454	690	Data no longer available	
Novice teachers feel supported by mentors	91%	91%	100%	100%	
Novice teachers feel supported by district specialists	91%	91%	100%	75%	
Novice teachers feel supported by principals	92%	82%	89%	100%	

## \*Work Environment

	16-17	17-18	18-19	20-21	21-22	22-23	TARGET
Positive environment to work in	83%	83%	83%	89%	77%		90%
District administrators care about me	52%	62%	60%	63%	55%		90%
District administrators support my professional development	67%	72%	72%	73%	70%		90%
School administrators care about me	80%	82%	80%	87%	83%		90%
School administrators support my professional development	82%	81%	82%	87%	87%		90%
School administrators see me as valued team member	81%	80%	77%	85%	82%		90%
School administrators put the needs of students first	88%	86%	87%	91%	89%		90%
Colleagues work together as a team	85%	85%	84%	87%	85%		95%
Colleagues put the needs of students first	91%	89%	90%	92%	90%		100%
Colleagues care about me	87%	87%	86%	89%	85%		90%
School provides enough professional development opportunities	79%	78%	88%	89%	86%		90%
School provides quality professional development opportunities	70%	71%	75%	81%	76%		90%
School provides adequate technology resources	80%	89%	88%	89%	87%		95%
School provides adequate material resources	68%	76%	80%	82%	84%		90%
School provides frequent feedback on their performance	67%	71%	70%	74%	74%		90%
School provides constructive feedback on their performance	71%	75%	76%	78%	74%		90%
School administrators help improve the quality of instruction	73%	73%	74%	78%	76%		90%
School administrators provide positive instructional leadership	80%	79%	78%	85%	80%		90%
School provides opportunities for peer collaboration and support	78%	76%	81%	83%	80%		90%
School provides support for innovative and creative teaching practices	74%	77%	78%	79%	72%		90%
School regularly communicates with school staff	82%	81%	81%	90%	86%		90%
School effectively communicates with school staff	76%	74%	72%	84%	78%		90%
School responds to staff questions or concerns	78%	77%	75%	86%	79%		90%
School provides opportunities for staff to provide input/feedback	77%	75%	71%	81%	76%		100%
District regularly communicates with school staff	75%	77%	79%	84%	84%		90%
District effectively communicates with school staff	69%	75%	72%	79%	75%		90%
District responds to school staff's questions or concern	63%	69%	65%	69%	62%		90%
District provides opportunities for staff to provide input and feedback	68%	72%	67%	75%	64%		90%

\*Survey data completed by staff members only.

# Glossary

**ACT**

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

**ACT Aspire**

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.

**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.

**College Remediation Rate**

The number of students in the graduating class whose ACT best score in Math or English or Reading in the last 5 years is less than 19 divided by the number of students in the graduating class who have taken at least one ACT test.

**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.

**Naviance**

College and career readiness software for grades 8-12 offering career assessment and college planning tools as well as test preparation (ACT, PSAT, SAT, AP).

**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.





Bryant Public Schools is thankful for the time, energy, hard work, and creativity given by many in the development of this plan. As we continue to move forward, the strategic plan will be used to guide our direction in doing what is in the best interest of our students.

## Committee Members

Amy Ricardo  
Andy Babbitt  
Dale Nicholson  
Yoneko Johnson  
Darlene Rose

Karen Walters  
Laken Escobar  
Latrina Prince  
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Devin Sherrill

Russell Sherrill  
Sandra Porter  
Todd Edwards  
Todd Sellers  
Angie Dischinger

## Acknowledgment

We wish to thank Kent School District in Kent, Washington for posting “Blueprint: Leaning Forward Together 2016-21” which guided the committee members and leadership team in the development of Bryant’s Strategic Plan.

## Bryant School Board

### 2021-22

Sandra Porter  
Craig Leone  
Scott Walsh  
Ben Lewellen  
Patrice Muldrow  
Tyler Nelson  
Kim Billingsley

### 2020-21

Sandra Porter  
Craig Leone  
Scott Walsh  
Ben Lewellen  
Patrice Muldrow  
Tyler Nelson  
Kim Billingsley

### 2019-20

Sandra Porter  
Scott Hart  
Scott Walsh  
Ben Lewellen  
Danny Chism  
Tyler Nelson  
Kim Billingsley

### 2018-19

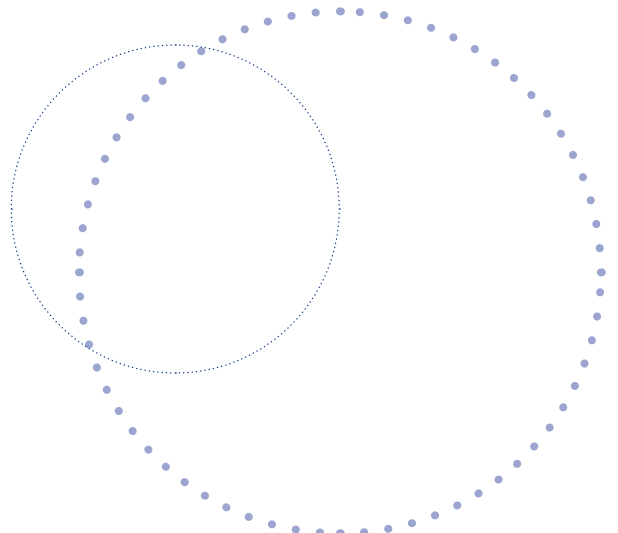
Sandra Porter  
Scott Hart  
Scott Walsh  
Ben Lewellen  
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Tyler Nelson  
Kim Billingsley

### 2017-18

Sandra Porter  
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## Superintendent

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