



Brinkley School District

Annual Report to the Public

September 28, 2020

6:00 pm

C.B. Partee Elementary

Cafeteria

The following report is offered by the administration of the Brinkley School District as an annual update on the services offered and progress toward school improvement.

The Vision, Mission Statement, and Belief Statements of the Brinkley School District:

At The Brinkley School District

We Are:

*Paving the Way for Every Child's Success.
Everyone. Everyday.*

And We Want to Be:

A growing, nurturing community of learners where students, faculty, staff, administration, parents, and community members engage in learning and preparation for life in the 21st century.

Because We Believe:

- **Learning can be achieved by all students.**
- **Learning is the chief priority of the Brinkley School District**
- **Knowledge empowers people.**
- **A safe, nurturing, and inviting environment is conducive to learning.**
- **Open and honest communication builds supportive relationships that strengthen the school system.**
- **Learning is enhanced when school, family, and community members establish relationships, share resources and support mutual goals.**
- **Through rigorous, relevant instruction and meaningful relationships, teachers can engage and motivate students.**
- **Commitment to continuous improvement must be the primary focus of all stakeholders: administrators, faculty, staff, parents, students, and community members, to enable each student to be an adaptive and productive member of a global society.**

Leadership:

The District has a **7-member board of directors** to set policy and ensure the students of Brinkley receive the best possible free and appropriate education. The School Board Directors are Mr. Ryan Medford, Mr. Tim Harvey, Mr. C.J. Williams, Ms. Denise Chunn, Mrs. Gloria Conyears, Mr. Timothy Gabbord, Mrs. Brandy Quinn, and Mrs. Gloria Conyears. The School Board meets monthly. The Administrative Team consists of Brenda Poole Superintendent, Mr. Karl Brown, elementary principal, and Ms. Shakita Story, high school principal. The **administrative team meets weekly**. The District Leadership Team consists of the Superintendent, principals, counselors, and the Indistar Facilitators, and a parent. This team meets monthly. Each school also has a leadership team which meets monthly. These teams are aligned to address the strategies implemented and to be implemented in order to address the curricular, instructional, disciplinary and cultural decisions made for the day-to-day running of the learning institutions. The Leadership of the Brinkley School District engages in decision making based on the Vision, Mission Statement, and Belief Statements created by the stakeholders in the district.

On March 9, 2017, the Brinkley School District applied for and was awarded the following Waivers by the Arkansas State Board of Education. These waivers are in effect for five years. Annual progress has to be reported to the Arkansas Department of Education.

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103.

a. ~~Ark. Code Ann. § 6-16-102;~~

b. Ark. Code Ann. § 6-~~168-102244~~; [School Day Hours](#)

c. ~~ARK. Code Ann § 6-17-309; Certification to teach grade or subject matter- Exceptions- Waivers~~

d. ~~ARK. Code Ann §~~

~~6-17-401; Teacher licensure requirement.~~

e. ~~ARK. Code Ann § 6-18-210; Definition of Planned Instructional Time~~

f. ~~ARK. Code Ann § 6-25-104; Library Media Specialist-Qualifications~~

ee. [10.01.4 The Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts-Planned Instruction Time.](#)

f. [ADE Rules Governing Mandatory Attendance for Students in Grades 9-12](#)

~~the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;~~

[d. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;](#)

With the waivers, the district has been able to implement the following changes have allowed the following strategies for school improvement

1. Hire qualified individuals to teach as they seek certification. We currently have seven teachers on the waiver-4 at Elementary School and three at High School). We have one with a licenses exception at the high school in math.
2. Implement a one day per week early dismissal to allow time for teachers to collaborate on curriculum, assessment, teaching, and creating a positive school climate.
3. Reinstate a vocational/career program which allows juniors and seniors to attend East Arkansas Community College and receive certification for careers as well their High School Diploma.
4. Afford seniors the opportunity, if they are not in the Career program, to be involved in Internships with area businesses.
5. Continue the Advisory Period of Tiger Time, and provide teachers with instruction and guidance on providing structured, meaningful character-building activities.
6. Issue an iPad Pro to all teachers and students in grades 3-12 to move toward students doing higher-level thinking through the increased use of technology and project-based learning.
7. Provide Job-embedded professional development for teachers in reforming teaching and learning.

Curriculum

This year teachers worked three days in the summer to further align our curriculum and prepare for virtual and blended learning. We purchased the Accelerated Math 2.0 provide remediation and enrichment at the elementary and high school to enhance our curriculum and provide differentiated instruction for our students. All paraprofessionals have been trained in dyslexia. Both schools utilize the Renaissance Learning as the diagnostic and monitoring tool for grades K-8 which align with the state mandated annual ACT Aspire Assessment. Ninth and tenth graders will be assed using the ACT Aspire Interim. To support rigorous assessments, we have purchased US Test Prep for teachers to use to develop classroom assessments. The district has established a plan of support to assist the schools in monitoring student progress and addressing unfinished learning. Our ready to learn plan can be found on our District webpage.

Facilities

The district has addressed the warm safe and dry issues at the elementary and high school by having the roof renovated in areas where leaks were present. The Division of Secondary and facilities. Partnership funds will be made available in May and the District will seek a millage increase in the summer or fall of 2021.

The Terminix Lawsuit is ongoing.

Budget

The Realities Affecting our Budgeting Decisions

	2015-2016	2016-2017	2017-2018	2018-2019	19-20	20-21
Enrollment Average of Qrts.	539	502	508	493	472	424 (1 st Qt.)
State Foundation Aid	1,613,989	1,738,650	1,528,338	1,461,950	1,332,395 (Final)	1,345,149 (preliminary)

The table above shows the declining enrollment issue. **The district has lost 115 students in the last 5 years. The numbers fluctuate from year to year.** The district is receiving \$17,685 in declining enrollment funds per preliminary state aid notice. We are receiving \$234,774 in Education Excellent Trust Fund to assist schools in funding the teacher pay increase. The District does receive any funds to assist with the increased minimum wage.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Taxes	2,580,947.26	2,590,580.85	2,432,480.	2,336,640.60	2,549,693.42	1,855,170.04
98% URT x Ass.					Final	(Projected)

In order to address the decline in revenue, the district has made over \$200,000 in cuts in the budget for the over the last couple of years by not filling some positions and have combined other positions. The district's food service ended the school year in the black. This is the first year in four years that we haven't had to transfer money to the foodservice fund. We also had an access of Approximate \$200 thousand in our operating fund that we had to move to the building fund due to being over the allowed amount in the

Family Community Involvement

The Brinkley School District has been blessed with strong community involvement this year, and the district has proudly supported community efforts.

The faculty, students, and staff of the Brinkley Public Schools would like to express our appreciation to all the generous patrons of the community for providing meals, door prizes, school supplies, and monetary donations allowing the district to have a great start to the school year. We also express our sincere thank-you to the Brinkley School Board of Directors for their leadership and countless hours of volunteer work that have allowed us to make needed updates and repairs to the campus at a cost much less than would have been necessary without their help.

With your efforts, students received school supplies during the Open House “Back to School Bash.” The teachers and staff were excited to receive the many door prizes donated for the week of in-service, and the delicious meals prepared by the community.

We especially want to thank the community members who provided food and school supplies to our staff and students.

Again, we are grateful for your generosity, and most importantly, your commitment to our mission. Thank you for your support and love that you showed to the Brinkley Public Schools. We are grateful and will continue to work together with all of the stakeholders in the district to continue “Paving the Way for Every Child’s Success.”

Accreditation

The Brinkley Schools: C.B. Partee Elementary and Brinkley High School were both fully accredited by the Arkansas Department of Education with no citations at the end of the 2019-2020 school year. Both schools offer the required curriculum and meet all guidelines set forth by the ADE.

School Board

In accordance with Act 1775 of 2005, all members of a local school board of directors who have served on the board for 12 or more consecutive months must obtain no less than 6 hours of training by December 31 of each calendar year. **All members of the Brinkley School District Board of Directors have met this obligation.**

Faculty and Staff

For the 2019-2020 school year, the Brinkley School District had an enrollment of 472 K-12 students and 42 Pre-K students. Currently, our enrollment is 424 K12 and 30 PreK students. The district employs 85 employees, 46 are certified, and 39 are classified personnel. All teachers and Para pros are certified or qualified, or meet the requirements for employment through a waiver granted by the Arkansas Board of Education. The district has 5 Novice teachers who are attending the Novice Teacher Training at the Great Rivers Cooperative and are enrolled in a nontraditional program of study to become fully licensed.

Student Achievement 2019: Submitted by Shree Livingston

All schools met the expected % of students to be tested. The graduation rate exceeded the expected rate.

DATA REPORT

2018-2019 Test Scores (Most Current Summative Data)

- ✚ K-2 (Renaissance) Data showed fifty percent of students needing interventions in both reading and math.
- ✚ 3rd – 10th (ACT Aspire) Data showed fifty percent of students scoring in need of support in reading.
- ✚ 3rd – 10th (ACT Aspire) Data showed forty percent of students scoring in need of support in math.
- ✚ Math scores showed some growth.
- ✚ 3rd – 10th (ACT Aspire) Data showed fifty-nine percent of students scoring in need of support in science.
- ✚ 11th (ACT) Data showed five percent of students demonstrated readiness in English, Mathematics, Reading, and Science.

2020-2021 Plans for Improvement

- ✚ STAR Reading Assessments (diagnostic K-8 monitor progress)
- ✚ Star Math Assessments (monitor progress)
- ✚ DIBELS assessments for Grades
 - Kindergarten, first, and second grade.
 - Test at beginning, middle, and end of the year.
 - Progress monitor between benchmark assessments.
- ✚ Professional Learning Communities (PLC)
 - Analyze student data (Improvement and/or regression.)
 - Discuss effective strategies for instruction in both reading and math. – BEST Practices
 - Teacher-led PLC – Building capacity
- ✚ ACT Aspire Periodic Assessments – Nov. and Feb.
- ✚ Response to Interventions (RTI) – Identified students
- ✚ Year-at-a-Glance – Identify standards to be taught each nine weeks.
- ✚ Periodic assessments of standards taught each quarter. (Literacy & Math)
- ✚ Constructed Responses
 - Answer comprehension questions from the text read using evidence (support) from the materials read.
 - Every selection of text read.
 - Written in complete sentences. (Paragraph)
 - Strategy - Turn the question into a statement. (Purpose)

- ✚ Integrate meaningful technology use into daily instruction.

We have begun grade level team meetings where it has been explicitly defined that:

- ✚ Data SHOULD drive instruction throughout the year.
 - ✚ Depth of Knowledge questions – Level 3 (Goal)
 - ✚ Performance Level Descriptors – Guide instructional process
- ✚ WE DO REALIZE THAT WE ALL HAVE WORK TO DO!
- ✚ LET’S GO, TEAM!

District-Wide Identified Areas of Focus

- Science (labs and reading and interpreting charts and graphs)
- Math Problem Solving and Reasoning
- Written Expression
- Science of Reading and Reading Complex Texts



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Testing

<p>Renaissance</p> <p>STAR Early Literacy</p> <p>STAR Reading</p> <p>STAR Math</p>	<p>Grades K-2</p> <p>Grades 3-8</p>	<p>Fall - Sept. 7 – Oct. 2, 2020</p> <p>Winter - Jan. 4 – Jan. 29, 2021</p> <p>Spring - April 19 – May 14, 2021</p>
<p>ACT</p>	<p>Grade 11 only</p>	<p>Test Window 1</p> <p>Paper: Feb. 23, 2021</p> <p>Accommodated:</p> <p>Feb. 23-26, March 1-5, 2021</p> <p>Online: Feb. 23-25, March 2-4, 2021</p>

		<p>Test Window 2</p> <p>Paper: March 9, 2021</p> <p>Accommodated: March 9-12, March 15-19, 2021</p> <p>Online: March 9-11, March 16-18, 2021</p> <p>Test Window 3</p> <p>Make-up only</p> <p>Paper: April 13, 2021</p> <p>Accommodated: April 13-16, April 19-23, 2021</p> <p>Online: April 13-5, April 20-22, 2021</p>
<p>ACT Aspire Summative</p> <p>Reading, English, Math, Science</p>	<p>Grades 3-10</p>	<p>April 5–May 7, 2021</p>
<p>Dynamic Learning Maps (DLM)</p> <p>English Language Arts, Math, Science</p>	<p>Alternate assessment for Grades 3-10</p>	<p>Fall Instructionally Embedded Window</p> <p>September 14-December 18, 2020</p> <p>Spring Instructionally Embedded Window</p> <p>February 1-May 7, 2021</p>

Grade Retention

One student was retained in the Brinkley School District last year.

Parent Engagement: Submitted by Erin Herbert

The Brinkley School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general goodwill between the school and community. We desire to facilitate the process by which school team members and parents can best work together to achieve the common goal of educating children. We are committed to working with parents as knowledgeable partners and sharing the responsibility for the student's educational achievement. Therefore, Brinkley School District shall strive to develop and maintain a plan for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. The following is a comprehensive list of activities and opportunities for parents to become involved in their student's educational process.

- Parent/Teacher Conferences
- Math and Literacy Nights
- Community Football Pep Rally-Stadium
- Grandparent's Day (Postponed due to COVID)
- Pee Wee, Jr. High & Sr. High Pep Rally's (Postponed due to COVID)
- Red Ribbon Week (Drug & Alcohol Awareness) – Dress-up days, speakers, beneficial activities
- Homecoming Week – paint the town black and gold, dress-up days & activities and events
- Each 9-weeks Awards Assemblies- by class
- Thanksgiving Feast (Pre-K)
- Christmas Carol Program (K-6)
- Fire Safety Assembly (Pre-k-2)
- Fall & Spring Book Fair
- Test Prep Night
- Field Day (Pre-k through 12th grade)

- Preschool, Kindergarten, 6th grade, and High School Graduation
- Field Trips

We encourage parents/guardians to communicate with the school in a variety of methods as well, including:

1. Through Parent/Teacher conferences
2. Through eschool
3. Through email messages
4. Through phone messages
5. Through conferences or scheduled appointment with teachers and administrators
6. Through letters or notes; newsletter
7. Through parent surveys
8. Through phone surveys conducted by School Reach, phone notification system

C.B. Partee Elementary School Counseling Program: Submitted by Mrs. SaShunna Tyler

The elementary school counseling program helps student achieve academic success, develop career opportunities and develop social/emotional skills in response to issues they face. The mission of the school counseling program is to effectively provide a comprehensive program that fosters development in academic, career and personal/social domains. It is also designed to cohesively provide students the opportunity to gain skills and develop their unique potential to become successful in all aspects of life. All information shared with the counselor remains confidential with the exception of student safety. Some of the student services include:

Guidance Curriculum:

- Classes to teach, practice and engage students with social skills
- Developmentally appropriate, interactive lessons
- Collaboration with teacher enrichment for integration in the classroom

Responsive Services:

- Meeting the immediate needs and concerns of students
- Consultation and collaboration with teachers, families and specialists
- Referrals to resources
- Support in crisis situations
- Small group education and support

Group Activities:

Small-group counseling sessions are conducted outside the classroom to respond to students' identified interests or needs.

Career Day:

Each year in May, we have a Career Day. The purpose of career day is to encourage students to explore their interests and passions as an extension of their academic program and in the process better understand themselves, their community, and the world. During career day, different individuals come in and share things about his/her occupation.

Brinkley High School Counseling Program Synopsis: Submitted by High School Counselor Mrs. Nancy Weinfurter

The Brinkley High School Counseling program is continuing to encourage students to discover and succeed in efforts to attain their life goals. G.U.I.D.E. for Life has identified five guiding principles that support educators, business leaders, communities and students in their efforts to help students develop critical skills needed to thrive at home, school, on the job and in the community. The principles are:

Growth: Manage yourself

Understanding: Know yourself

Interaction: Build relationships

Decisions: Make responsible choices

Empathy: Be aware of others

By incorporating the G.U.I.D.E. for Life concepts throughout the school experience, we can help instill these "real world" skills for success in all students. The result will lead to well-rounded citizens, stronger communities, and more effective employees.

An emphasis will be put on ACT prep this year. Students scoring 19 or above will avoid remedial classes in college. Also scoring 19 and above will open opportunities for students to enroll in concurrent credit while in high school and give their college career a head start. Juniors and Seniors can use two vouchers to take the ACT for free. Juniors will be taking the ACT for free in February. This gives students three opportunities to score 19 or higher in the ACT free of charge. I encourage students to take the ACT every opportunity available to increase their score. The more comfortable students become with the format, the more likely they are to reduce anxiety and focus on the questions and answers.

EACC is offering Certificate of Proficiency to high school students through a grant in the areas of Welding, Diesel Service Technology, Industrial Equipment Technology, Medical Professions, Automotive Service Technology, and Refrigeration and Heat Exchange Technology. To be

considered for the EASTARK Secondary Centers, students need a score of 16(? I have a call in to verify the qualifying score) or higher on the ACT or the equivalent on the Accuplacer. Students also must have no discipline issues.

Colleges will be conducting Virtual Tours in October. Tours will be available Mondays- Thursdays 6-8pm and Saturdays 1-3pm. I will provide more information as it becomes available (I have a zoom session, Monday, Sept 28 at 11:30 for more information).

High school students will utilize the Going Merry website to match students' interests and abilities with scholarship opportunities.

Juniors will be taking the ASVAB exam. When results are available, students will review their results as well as career opportunities available based on their results.

I will also provide academic, social, and personal counseling services to students as needed. Any questions? Thank you for your time!

The Brinkley School District- Special Services Department consists of the following: Submitted by Special Education Director, Ms. Winnie Wilson

The Brinkley Schools' Special Education Department currently has at Partee Elementary a total of 53 students- K- 6th; Brinkley High School has 25 students- 7th- 12th. - Total District Enrollment- 78

We currently have one secretary; four (4) certified special education teachers and three contracted individuals which includes a: Speech Pathologist, Physical Therapist and an Occupational Therapist. There are twenty- two (22) Speech Only students/ thirteen (13)-OT students and four (4) PT students.

Currently the special education staff uses Google Classroom, Lincoln Learning, Journeys for Literacy, Go Math, Moby Max and Edgenuity.

These tools have been very beneficial for the staff and the students with disabilities. The staff will continue to monitor each student's progress throughout this school year especially since we are going through Covid-19 Pandemic.

The Special Services Department serves students with disabilities under the federal guidelines of IDEA, which consists of thirteen disabling conditions. If parents suspect their child has a disability, they need to contact Winnie Wilson, Special Education Director @ 870-734-5129

Alternative Education Program: ALE Lead teacher Mr. Cornelius Roberts

Brinkley Alternative Education is an intervention program that uses highly qualified teachers and state approved research-based materials for our students. This program renews hope to at-risk students for a brighter future. As of right now, we do not have any students in ALE.

Our mission is to provide the foundation and support to the district by educating students who need a non-traditional learning environment. Through collaboration, guidance, and assessment, the Alternative Education team works to ensure that students who require a non-traditional educational environment shall have opportunities to learn and recover credits for graduation.

At present, our alternative education program does not have any students.

Wellness Committee: Submitted by School Nurse, Mrs. Keeneshia Jones

A wellness committee is an advisory group concerned with the health wellbeing of students and staff. A committee has been formed at the district level. This group has 20 members and includes school staff, students, parents, and community members. Our goal is to focus on policy and the common mission of district policies and programs. The committee will identify gaps and locate the district and community resources to address them. The school wellness committee acts collectively to lead, coordinate, and implement all aspects of the Healthy School Program

COVID-19

As of today, only 1 staff member has tested positive for COVID since school started with limited minimum impact on students and staff.

Food Service: Mrs. Nancy Ray

With so many changes going on in our world today, OPAA! Is still here to put Brinkley students first. Even though things are totally different from the previous school year, that has not stopped the cafeteria team from serving nutritious meals to students. We now offer grab n go meals for breakfast and lunch, not only for on-site students but virtual students as well. We have seen a slight decrease in participation due to COVID-19, but as long as the school is open our number one priority is feeding Brinkley students. During this time, we are taking extreme precautions with disinfecting and cleaning. I want to thank the board and Superintendent for supporting the continuous support.

This year our elementary school and high school meals have changed:

Breakfast: The children get to choose between 2 hot entrees, cereal or oatmeal. Cereal and oatmeal may come with toast on Tuesday and Thursday, or yogurt on Monday, Wednesday, and Friday. There is also a fruit and juice bar every day. On the bar is fresh and canned fruit, and as for the juice, there is apple and orange.

Lunch: The children get to choose between 2 hot entrees or an entree, salad, and muffin. Sides vary between garden salad, mashed potatoes, green beans, carrots, etc. On the fruit and vegetable bar, there is canned and fresh fruit and/or fresh vegetables.

At the elementary: The breakfast meal average count is 230 per day. The lunch meal average count is 290 per day. This means that only around 25-27% of our children aren't eating breakfast in the cafeteria and 10-12% of our children aren't eating lunch in the cafeteria.

At the high school: The children are running to the cafeteria to eat. The breakfast count average is about 70, and the lunch count average is about 150 children who eat in the cafeteria.

The kids and staff are enjoying the taste of our food.

Brinkley school District is classified as CEP (Community Eligibility Provision). That means that schools and school districts in low-income areas serve breakfast and lunch meals to all enrolled students at no cost to the student and without collecting the household free/reduced applications.

C. B. Partee Elementary: Submitted by Principal Karl Brown

Enrollment On-site

Prek- 30	K - 35	1st - 28	2nd - 25	3rd - 22	4th - 20	5th - 23	6th - 23
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Enrollment Virtual Academy

Pre-k n/a	K - 9	1st - 6	2nd - 8	3rd - 8	4th - 7	5th - 12	6th - 14
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Total Enrollment 2020-2021

273

Total Enrollment 2019- 2020

303

Parent –Teacher Conference Attendance

Pre-k	K - 69%	1 - 54%	2 - 40%	3	4 - 50%	5 - 91%	6 - 78%
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Student Achievement

Unfinished Learning and Recovering Skills

- Assessment on fourth day
- Teacher work with students below benchmark
- Para will work with scoring at or above benchmark
- Implement R.I.S.E. and Saxon Phonics
- Assessment Dates

Sept. 7 – Oct. 2

Jan. 4 – Jan. 29

- April 19 – May 4

Data

- Drive instruction

PLC

- Share Data
- Monitor Students' Progress

New Programs

- Saxon Phonics (Support Journeys and R.I.S.E.)
- Lincoln Learning

Brinkley High School: Submitted by Ms. Shakita Story

Brinkley High School currently has an enrollment of 182 students. Of those 182 students, 58 attend virtually. Our demographics are 68% African-American, 29% Caucasian, 1% Hispanic, 1% Native American, and 1% Other.

Our academic plan of improvement includes: giving students a diagnostic exam, such as the STAR Test to determine deficits that students have. From those results, students will have an Individualized Learning Plan, which will specifically address those deficits. Teachers have a designated remediation time during their 90-minute block. Teachers will also utilize strategies from Science of Reading to address reading deficits. We also have specific classes such as Success Lab, to address reading deficits. Cross Curricular & project based learning projects will also be done so that students can make better connections among subjects and real world.

Students have access to additional one-on-one support on our virtual/remote learning Monday.

The following student opportunities and programs have been implemented at the high school in an attempt to improve student achievement:

- Modified Block Schedule (A & B)
- Tiger Time for advising, mentoring students, class & club meetings
- iPads have been distributed to each student for providing instruction and practice with integrating technology in the classroom
- Each student in grade 7-11 will be tested in STAR (Math & Reading) for a baseline score. The students will be tested periodically to track student learning growth before the ACT Spire testing the spring.
- Common planning and profession development through early student release one day per week for teacher and staff professional learning communities.
- Independent Learning Time for credit recovery, student choice, and tutoring

- Students have the opportunity to attend East Arkansas Community College to obtain a two-year certification in such programs as Welding, Hospitality, and Medical Professions. If the students continue the program, they will be able to graduate with a certificate as well as their high school diploma.
- We continue to use the Disciplinary Management Plan (DMP), which has reduced disciplinary infractions.
- We implement lunch detention for 1st-period tardies and because of this tardies has decreased
- 21st CCLC tutoring kicked off three weeks ago for K-8
- Response to Intervention (RTI) team will be meeting to determine what students are having difficulty in specific skills. These students will be given extra time during independent learning time.
- We do not have any student in ALE at this time at the High School

Brinkley School District Gifted and Talented Program: Kara Harvey

There are currently 37 GT identified students, 15 at elementary level and 22 at high school level. Due to our current Covid19 situation student referral was not the normal as with other school related matters.

Arkansas Department of Education defines gifted and talented as children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and /or motivation, and creative ability.

No waivers for gifted program requirements are included under the Ready for Learning Model, therefore, students must be serviced. Kindergarten through second grade, K-2 Whole Group Enrichment is being provided 40 minutes per week and by the classroom teachers as well. Grades 3-6 Pull-Out direct instruction is being provided 150 minutes per week, Grades 7 -12 are being serviced through Pre Advanced and Advanced Placement classes with trained teachers also, Concurrent classes are available to students.

The curriculum for gifted students should be in place of, not in addition to, required classroom work.

Students in grades 5 & 6 onsite are participating in the Stock Market Simulation.

We received a grant that afforded us to obtain chrome books for student use.

Pre AP, AP, (core subject areas) and Concurrent classes are offered to the students.

Regardless of the options we utilize to service the students, we further encourage and support classroom teachers throughout the school year.

Selection Committee

Blind vote with student data (no names are revealed each student is assigned a number
Committee consists of at 5-7 educators on which I also serve on the committee

Identification is an ongoing process

Program Options

K-2 Whole Group Enrichment – Teachers service students 30 minutes per week using Talents Unlimited training they received

3-6 Grade Pull Out (180 minutes weekly serviced by GT Coordinator)

7-12 (Pre Advanced, Advanced Placement or Concurrent Classes)

Teachers submit differentiation documentation as required by ADE for services

Records of previous/graduated students if wanted can be picked up from GT Room as records will be destroyed in December.

Technology Report-Shane Comer

The Brinkley School District is now a 1:1 district in grades 3-12. We purchased new Chromebooks for all K-2. Students are engaged in blended learning onsite and virtual learning for students that are offsite.

Grades 3rd-6th teachers and students were given their iPads to start curriculum integration. Grades 3rd-6th have been successful in utilizing the iPads as a tool for offering differentiated instruction, cooperative learning groups, and project-based learning strategies. Teachers have shown a high interest in learning more ways to integrate meaningful technology in the classroom. The iPad devices have been used for a limited time during classes.

At the high school, teachers and students have received their iPads. Teachers have started to integrate the technology into lessons they present to students in a blended learning model and virtually. Students are using the devices to research multiple, varied sources from over the web. Students in some classes have already begun to use their iPads to present information by air playing (sharing on the television) for the whole class to see. Teachers at the high school have shown an active interest in learning more about management tools and instructional strategies that best showcase the iPad usefulness.

To ensure ongoing success of the 1:1 Initiative, I and Team Digital and Making Teachers Great will be meeting with teachers throughout the year to show them the many tools available to them via the iPad. I will provide ongoing trainings for different apps. I will meet with teachers during their planning times and PLCs to collaborate ideas. I will assist teacher leaders in modeling lessons throughout the year for teachers. Professional development will be set in three different ways: Basic functionality, data-driven merged with teaching and learning, and individual needs. The Substitution, Augmentation, Modification, and Redefinition (SAMR) model, developed by Dr. Ruben Puentedura, shows a progression (or deepening) of technology integration from enhancement to transformation of learning. Our plan is to use the SAMR model to deeply develop our use of technology in our blended learning environment.

Substitution-In the substitution level, teachers or students are only using new technology tools to replace old technologies.

Augmentation-Though it is a different level, we are still in the substitution ^[I]_[SEP]mentality but this time with added functionalities.

Modification-This is the level where technology is being used more effectively not to do the same task using different tools but to redesign new parts of the task and transform students learning.

Redefinition-In this level, students use technology to create new tasks that are otherwise unimaginable.

I have worked with representatives from the Great Rivers Educational Cooperative to ensure we have a reliable internet service. Our licenses Apple and Mosyle are up to date. The elementary iPads already had a housing unit for charging and storage. We have locking cabinets placed in the classrooms at the high school that will also charge the iPads. Mr. Comer along with Team Digital, will continue to work to provide technical support and personalized teacher support by sharing tips and tricks along the way.

Question & Answer

