

School Plan

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MOUNT IDA ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

According to the 2014 Arkansas ESEA Accountability Report, MOUNT IDA ELEMENTARY (GRADES K-6) is a Needs Improvement School in Math and an Achieving School in Literacy. In 2014, Mount Ida Elementary did not meet Performance AMO in math and did not meet AMO Growth in Literacy or Math. In literacy, the All Students groups scored 77.32% in Growth.

The mission of Mount Ida Public Schools is to engage students in advancing their own learning through a process of instructional strategies that establish pride, respect, dedication, and involvement to prepare for their success in the future.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: Improve student achievement on multiple choice content passage, practical passage, and writing as well as all open-response literacy skill areas.

Priority 2: Math Skills

Goal: Improve student achievement in the areas of geometry, measurement, number operations, and open response questions, especially in strands of number operations, data analysis and probability.

Priority 3: Wellness

Goal: Improve student achievement in health and wellness by increasing knowledge of healthy lifestyle choices.

Priority 1:	Improve student achievement on multiple choice, practical passage, and writing as well as all open-response content and style literacy skills.
Supporting Data:	<ol style="list-style-type: none">1. COMPREHENSIVE NEEDS ASSESSMENT: Mount Ida Elementary formed grade level teams and analyzed the Literacy test scores from the 3rd, 4th, 5th and 6th grade Augmented Benchmark, K-6 NRT Exams, as well as interim assessments (Target,STAR), We examined the results for both the combined population and sub-population. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the common core state standards. We examined our routines, customs, norms and expectations in order to better understand the why our students are not achieving to their full potential. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our students. Our data analysis led us to conclude that the following areas reflect our greatest need in all sub populations: Open Response/Multiple Choice content and practical passage types,

as well as, Written Expression content and style writing domains. In addition, we have formed a school ACSIP leadership team that is responsible for progress monitoring and making adjustments in student interventions on a annual basis. This team oversees the implementation of our ACSIP Plan and analyzes formative classroom performance data. We will implement appropriate interventions and programs that will best address the needs of our students.

2. ATTENDANCE RATE: The Attendance rate for Mount Ida Elementary for the last three years has been 95%
3. POVERTY DATA: Free and reduced meal status percentage for 11/12 was 71.26% Free and reduced meal status percentage for 12/13 was 66.93% Free and reduced meal status percentage for 13/14 was 67%
4. According to the 2014 Arkansas ESEA Accountability Report, MOUNT IDA ELEMENTARY (GRADES K-6) is a Needs Improvement School in Math and an Achieving School in Literacy. In 2014, Mount Ida Elementary did not meet Performance AMO in math and did not meet AMO Growth in Literacy or Math. In literacy, the All Students groups scored 77.32% in Growth.
5. Trend data for third grade: Trend data for third grade: Practical Passage Multiple Choice: 2011 72%, 2012 58% 2013 67% and 2014 59%. Open Response Content and Style: 2011 2.2/4, 2012 2.3/4, 2013 2.3/4, and 2014 2.0/4.
6. Trend data for fourth grade: Writing Multiple Choice: 2011 47%, 2012 65%, 2013 56% and 2014 5.7%. Open Response Content and Style: 2011 2.9/4, 2012 2.6/4, 2013 2.4/4 and 2014 2.2 & 2.3/4.
7. Trend data for fifth grade: Writing Multiple Choice: 2011 47%, 2012 45%, 2013 56%, and 2014 56%. (At or below state average each year). Open Response Content and Style: 2011 3.1/4, 2012 3.0/4, 2013 2.9/4, and 2014 2.9/4.
8. Trend data for sixth grade: Writing Multiple Choice: 2011 63%, 2012 64%, 2013 51% and 2014 68%. (Increase to above state average in 2014.) Open Response Content and Style: 2011 2.9/4, 2012 3.0/4, 2013 3.0/4 and 2014 3.0/4.

Goal Improve student achievement on multiple choice content passage, practical passage, and writing as well as all open-response literacy skill areas.

Benchmark During the 14-15 school year, Mount Ida Elementary will meet or exceed the Annual Measurable Outcomes for Performance.

Intervention: Align reading curriculum to the CCSS.				
Scientific Based Research: Armstrong, Thomas.(2007)The Curriculum Superhighway. Educational Leadership, 68,8,pp. 16-20.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Identify all students who scored below basic and basic on Benchmark and ITBS, administer a pre-test to determine areas of weakness. Academic Improvement Plans will be created with input from parents for these students. Parents are informed of the remediation requirements and the consequences for non-participation. Notification of the remediation requirements and consequences are cited in the Student Handbook given to each student at the beginning of the year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Jacynda Smith, Counselor; Amber Mishler, 2nd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Include Special Education students in the regular classroom using the modifications specified in their IEP. Action Type: Equity	Candace Bates, Special Education	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Expose all students K-6 to fiction and nonfiction literature. Action Type: Equity	Deena Rae, 4th; Jackie Hall, 1st; Jill Thew, 6th; Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	ACTION BUDGET: \$

Teach strategies to help all students identify the author's purpose, tell fact from fiction and elements of a story (character, plot, setting, etc.) Action Type: Equity	Deena Rae, 3rd; Jill Thew, 6th; Chandra Ellison, K; Jackie Hall, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teach strategies to help all students K-6 to identify main ideas, details in passages, and construct meaning from practical and literary content passages. Action Type: Alignment	Amber Mishler, 2nd, Chandra Ellison, K, Jackie Hall, 1st; Deena Rae, 3rd; Jill Thew, 5/ 6th; Keith Franklin, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Introduce CCSS Vocabulary Word list per grade level in order to increase vocabulary in content areas. Action Type: Alignment Action Type: Collaboration	Keith Franklin, 5/6;	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Use teacher made assessments each nine weeks for grades K-2 to help prepare students for the format of the end of year NRT as well as aid teachers in targeting areas of weakness. Action Type: AIP/IRI Action Type: Alignment	Chandra Ellison, K; Jackie Hall, 1st, Amber Mishler, 2nd; Jill Thew, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
ABC program students participate in a variety of campus-wide activities. Head start students tour campus, meet Kindergarten teachers, and visit classrooms. Action Type: Collaboration Action Type: Title I Schoolwide	Stephanie Dixon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Administer the ITBS to Kindergarten in the Spring to establish data. Action Type: Alignment	Jacynda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ELLA for 2nd and 3rd grade teachers, STAR Reading, and Accelerated Reader.				
Scientific Based Research: Nunnery, J.A. (2007) The Effects of the School Renaissance program on student achievement in reading and mathematics. Research in the Schools. 14,1, pp.40-59.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend ELLA training. Action Type: Professional Development	Jackie Hall, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Teachers will monitor student reading comprehension by administering the Star Reading and Accelerated Reader assessments every nine weeks. Action Type: Program Evaluation	Deena Rae, 3rd grade, Jackie Hall, 1st grade; Amber Mishler, 2nd; Kirk McIntosh, 4th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Vocabulary instruction to improve comprehension of reading passages.

Scientific Based Research: Wolf, P. J. (2007). Academic improvement through regular assessment. Peabody Journal of Education, 82, 690–702.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will monitor vocabulary development of students using Accelerated Reader vocabulary tests once per semester. Action Type: Equity	Amber Mishler, 2nd; Deena Rae, 3rd; Kirk McIntosh, 4th; Jill Thew, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Continue a reading program where students bring a library book to every class for use when class assignments are completed. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$
Administer Accelerated Reader/Early Literacy assessments every 9 weeks to determine student progress in comprehension skills. Action Type: AIP/IRI Action Type: Program Evaluation	Amber Mishler, 2nd; Deena Rae, 3rd; Kirk McIntosh, 4th; Jill Thew, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
Continue collaboration between the librarian and the classroom teacher to correlate library skills with content area instruction. Action Type: Alignment Action Type: Collaboration	Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Use Federal Programs and NSLA and to promote student achievement gains for Literacy in conjunction with Math.

Scientific Based Research: Henson, K; Adrian, L. (2008) Reaching the forgotten 10 percent. Educational Leadership. 66,2,pp.75-79.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide staff development opportunities to improve reading, technology, and parent involvement skills of staff. The staff development will include writing sessions, and professional development provided by DMEC. Action Type: Professional Development	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Include the Student, Parent, Teacher Compact agreement in the Information Packet prepared at the beginning of the school year. All parties will sign and return the Compact to the teachers. Action Type: Parental Engagement	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The district will employ 3 full time 1.0 FTE (Randy Dye-Salary \$9,770.78/Benefits \$2,115.38, Debbie Phillips-Salary \$12,889.76/Benefits \$2790.64, Lavena Dillard -Salary \$11,962.08/Benefits \$4,389.79) and a .95 FTE (Beverly Gilbert-Salary \$10,703.00/Benefits \$2,317.20) reading/math aides to assist classroom teachers in student instruction and computer programs for reading and math.	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee \$11613.01 Benefits: Title I - Employee \$45325.62 Salaries:

Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion				ACTION BUDGET: \$56938.63
Attend "Transition From Head Start to Kindergarten" and ABC pre-school parent meetings and discuss curriculum. Distribute Kindergarten Readiness Indicators brochures. Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The school will host an annual meeting to inform parents of their rights to be involved in planning, review, and improvement of parent programs. A description and explanation of the curriculum used in the school, types of assessments, and proficiency levels will be provided to parents. Action Type: Parental Engagement	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Title Teachers 	ACTION BUDGET: \$
The Parent Involvement Policies will be explained which outlines parent involvement during the annual meeting. The policies will be evaluated annually through individual comments from parents and feedback from parent evaluation forms. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Stephanie Dixon, Principal; Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Attend LDC and CGI for K-6 staff through DMEC with literacy and math specialists. Action Type: Professional Development	Stephanie Dixon, Principal; Donna Whisenhunt, Principal; Jill Thew, 5/6; Chandra Ellison, K.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Purchase additional math and reading materials and supplies to supplement the existing math and reading materials to improve student achievement.(Classroom book sets, calculators, manipulatives, batteries) Action Type: Collaboration Action Type: Equity	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Mt. Ida School district will conduct a Title 1 meeting. At this meeting, parents will be informed of the following: Parents Right to Know, Annual School Report Card, Individual Student Assessment Report, Progress Review, Written State Complaint Procedures, Parental Communication, Disabled Parents. These will be covered to ensure meaningful participation in Title 1, Part A Programs. Action Type: Collaboration Action Type: Equity Action Type: HQT-Section 2141 Action Type: Parental Engagement Action Type: Program Evaluation	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Title Teachers 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Purchase school supplies, clothes, and shoes for needy students. Action Type: Equity Action Type: Title I Schoolwide	Jacynda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office 	Title I - Materials & Supplies: \$249.33 <hr/> ACTION BUDGET: \$249.33
Invest in programs such as web based Accelerated Reader, STAR Early Literacy and STAR Literacy to supplement literacy instruction to provide Point In Time Remediation for students. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Title Teachers 	Title I - Purchased Services: \$3949.00 <hr/> ACTION BUDGET: \$3949
Pay salary and benefits for .15 FTE elementary reading teacher, Angela Black, to provide additional reading instruction to meet the individual needs of students. Action Type: Alignment Action Type: Equity	Hal Landrith, Superintendent	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$1379.90 NSLA (State-281) - Employee Salaries: \$6373.65 <hr/> ACTION BUDGET: \$7753.55
Kindergarten will take the ITBS to establish data for each student to provide a beginning for establishing student growth. Action Type: Alignment	Jacynda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Total Budget:				\$71390.51

Intervention: Align the Language Arts/Writing curriculum with CCSS.				
Scientific Based Research: Wagner, T. (2008) Rigor Redefined. Educational Leadership, 66,2, pp.20-24.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use high level critical thinking objectives to produce grade level activities and assignments to prepare students for end of the year NRT and its format. Action Type: Collaboration	Jackie Hall, 1st Grade; Kirk McIntosh, 4th Grade	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Use Accelerated Reader goals as motivation for reading for pleasure.	Melissa Austin.	Start:		<hr/>

Points are accumulated by coming in during free flow time, reading a book, testing on the computer for comprehension and points are awarded for exceeding individual goals. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Librarian	07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Mount Ida Elementary will utilize Project Read program for phonological and phonemic awareness instruction.				
Scientific Based Research: Plucker, J. (2010) Baiting the reading hook. Educational Leadership. 68, 2, pp. 58-63.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Phonemic Awareness is aligned with the Literacy CCSS. A pacing guide will be in place to identify benchmarks at each semester of Kindergarten and First Grade. Action Type: Alignment	Chandra Ellison, K; Jackie Hall 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Kindergarten, First, and Second Grade teachers will provide explicit and systematic phonemic awareness instruction through Project Read for students K-2 with emphasis on blending and segmenting phonemes for 20-30 minutes daily. Action Type: Alignment	Chandra Ellison, K; Jackie Hall, 1st, Amber Mishler, 2nd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
All students will participate in explicit and systematic phonemic awareness instruction through Project Read for all students K-2. This includes teacher explanation and modeling of all phonemic awareness skills, followed by guided practice and independent practice. Action Type: Equity	Chandra Ellison, K; Jackie Hall, 1st; Amber Mishler, 2nd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The DIBELS Phoneme Segmentation Fluency (PSF) task will be administered to all Kindergarten students at mid-year and end-of-the-year and first grade students three times a year to identify those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using the DIBELS PSF task biweekly until the student reaches expected levels of performance. Action Type: Program Evaluation	Chandra Ellison, K; Jackie Hall, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
All students K-2 will participate in whole group instruction using Project Read materials with emphasis on substituting, adding, and deleting phonemes. Action Type: Equity	Chandra Ellison, K; Amber Mishler, 2nd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Mount Ida expects all students to segment a minimum of 35 ppm and 40 LNF by the end of Kindergarten and ORF of 60 by the end of 1st grade, ORF of 100-2nd, 120-3rd, 130-4th. The program will be evaluated by increasing the number of students meeting the end of year assessments. Action Type: Program Evaluation	Chandra Ellison, K; Jackie Hall, 1st; Amber Mishler, 2nd; Deena Rae, 3rd; Kirk McIntosh, 4th; Jill Thew, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$

Parents are notified to help develop IRI's for students who performed below basic on the NRT assessment (ITBS). IRI's were developed cooperatively with teachers, parents, and school personnel who are knowledgeable about students' performance and responsible for remediation. Action Type: AIP/IRI Action Type: Parental Engagement	Jacynda Smith, Counselor; Donna Whisenhunt, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
DRA will be used at the end of the school year for those students at risk of failing current grade level. Action Type: Equity Action Type: Special Education	Deena Rae, 3rd; Jackie Hall, 1st; Amber Mishler, 2nd; Chandra Ellison, K	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Use Dibels Next to identify, monitor, and address instructional needs of students K-6. Action Type: Alignment	Annie Scott, K; Jackie Hall, 1st; Amber Mishler, 2nd; Deena Rae, 3rd; Jill Thew, 5/6;	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Mount Ida Elementary will utilize the Project Read for phonics instruction in grades K-4.

Scientific Based Research: Preble, W. K. (2009) Benchmark Literacy Education Research Study. East Hartford Public School. East Hartford, CT.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Alphabetic and Phonics instruction is aligned with Common Core State Standards. The Mt. Ida School District Scope and Sequence will be in place to identify benchmarks at each semester of K-2. Action Type: Alignment	Chandra Ellison, K; Jackie Hall, 1st; Amber Mishler, 2nd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Kindergarten will provide daily, systematic, and explicit instruction in Alphabetics. K-2 will provide phonics instruction with emphasis on the features of the letter naming stage through Benchmark Phonics. The instructional lesson should be 20-30 minutes daily. The phonics skills will be reinforced throughout the reading block. Action Type: Equity	Jackie Hall, 1st, Chandra Ellison, K; Amber Mishler, 2nd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The principal will monitor the level of implementation in classrooms according to informal observations. The principal will confer with the teacher to discuss the level of implementation. Action Type: Program Evaluation	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
All students will participate in phonics instruction. This includes teacher explanation and modeling of all phonics skills, followed by guided practice and independent practice, with continued support in literacy centers. Action Type: Equity	Amber Mishler, 2nd; Jackie Hall, 1st; Chandra Ellison, K	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The DIBELS Letter Naming Fluency (LNF) will be administered to all kindergarten students three times a year. The DIBELS Nonsense Word Fluency (NWF) will be administered to kindergarten students at mid-year and end-of-the-year, and to first and second grade students three times a year, to identify those students who are on track for reading success as	Jackie Hall, 1st, Chandra Ellison, K, Amber Mishler, 2nd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

well as those who may be at risk for reading difficulties. Progress will be monitored using the DIBELS Next LNF and NWF tasks bi-weekly until students reach expected levels of performance. Diagnostic assessments will be administered to students at risk of reading failure. The Accelerated Reader and Dibels Fluency Passages will be used to identify specific instructional needs. Action Type: Program Evaluation				
Students who scored below proficient in the phonics program will receive additional phonics instruction in small groups. Teachers will use DIBELS Next to monitor student progress. Action Type: Program Evaluation	Amber Mishler, 2nd, Chandra Ellison, K; Jackie Hall, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
The goal for kindergarten is 40 lpm on the LNF. The goal for First grade is 50 wpm on the NWF. The program will be evaluated by increasing the number of students meeting the end of Kindergarten and First Grade benchmarks. Action Type: Program Evaluation	Chandra Ellison, K; Jackie Hall, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Mount Ida Elementary uses the Shurley English to guide vocabulary instruction.

Scientific Based Research: Shagoury, R. (2010) Making Reading Meaningful. Educational Leadership. 67,6, pp.63-67.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The DIBELS Next DAZE Benchmark Assessment will be administered three times a year to all students in grades 3-6 to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using the DIBELS Next DAZE Benchmark Assessment bi-weekly until 3-6 students reach expected levels of performance. Vocabulary will be progress monitored with a weekly vocabulary assessment in grades 4-6 literacy classes. Action Type: Program Evaluation	Deena Rae, 3rd; Jill Thew, 6th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as Effective Literacy and team planning for Content Areas to learn about Vocabulary instruction. Action Type: Professional Development	Jackie Hall, 1st; Amber Mishler, 2nd, Chandra Ellison, K, Deena Rae, 3rd/4th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Parents will engage in activities to support vocabulary through Home and School Connections sent home monthly. A list of suggested activities will be provided to parents. Action Type: Parental Engagement	Jill Thew, 6th, Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Mount Ida Elementary will evaluate the vocabulary program based on the progress made in reading (item-by-item analysis) and writing (style) on the CRT. MIES will also evaluate the progress shown on weekly vocabulary assessments 4-6. Action Type: Program Evaluation	Stephanie Dixon, Principal; Donna Whisenhunt, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Mount Ida Elementary will purchase Shurley English to improve writing and speaking skills. Action Type: Alignment Action Type: Collaboration	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	Title I - Purchased Services: \$7776.00 ACTION BUDGET: \$7776
Total Budget:				\$7776

Intervention: Mount Ida Elementary School will utilize the Project Read approach to word study/spelling in grades 2-6.

Scientific Based Research: Lindfors, J. (2008) Children's Language: Connecting reading, writing, and talk. Teachers College Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Each grade level will provide approximately 15 minutes each day of instruction in word study/spelling according to the Mt. Ida School District Scope and Sequence. Student progress will be checked with weekly spelling tests . Action Type: Program Evaluation	Jackie Hall, 1st; Amber Mishler, 2nd; Deena Rae, 3rd; Kirk McIntosh, 4th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
All students will participate in word study/spelling instruction. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Action Type: Equity	Deena Rae, 3rd; Jill Thew, 6th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Parents will engage in activities to support word study/spelling through Home and School Connections handouts. Suggested activities will be provided to parents. Action Type: Parental Engagement	Jackie Hall, 1st; Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Mount Ida Elementary School will evaluate the word study/spelling program based on the progress made in mechanics in writing on the CRT and nine weeks assessments. Action Type: Program Evaluation	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Encourage parent involvement to improve the academic success of students.

Scientific Based Research: Smith, J. G. (2010) Parental Involvement in Education Among Low-Income Families: A Case Study. The School Community Journal. 16, 1, pp.43-56.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide parent involvement staff development and update a school parent involvement plan. Action Type: Parental Engagement Action Type: Professional Development	Stephanie Dixon, Principal; Donna Whisenhunt, Principal, 5-6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Develop a parent center within the school building, including parenting books, magazines, material on special needs as well as gifted learns, and other materials regarding responsible parenting through the library. This center should be advertised and parents	Melissa Austin, Parent Center Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$

should be given the opportunity to borrow the materials. Action Type: Collaboration Action Type: Parental Engagement			<ul style="list-style-type: none"> Teaching Aids 	
Parenting classes offered through the Parent Center. Action Type: Parental Engagement	Melissa Austin, Parent Center Coordinator; Jacynnda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Display a mission statement to attest to the commitment to parental involvement by the school district and to distribute to all students; display in every classroom. Action Type: Parental Engagement	Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Hire a Parent Center Facilitator. Action Type: Alignment Action Type: Collaboration	Hal Landrith, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Develop a volunteer resource book by surveying parents listing the interests and availability of volunteers for staff use. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Melissa Austin, Parent Center Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Organize a committee to aide in parental involvement planning. Action Type: Collaboration	Melissa Austin, Parent Center Facilitator; Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Distribute Standardized Test scores to staff for distribution to parents. Action Type: Parental Engagement	Jacynnda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Publish school's process for resolving parental concerns in handbook. Action Type: Parental Engagement	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Invite grandparents for all K-4 students to come celebrate Grandparents Day. Each grade level will have unique activities and opportunities. Action Type: Collaboration Action Type: Parental Engagement	Jackie Hall, 1st.; Amber Mishler, 2nd; Jackie Hall, 1st; Kirk McIntosh 4th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Provide a "Parent Orientation Meeting" for the parents of all newly identified gifted and talented students. This meeting will cover identification, expectations, and how the parents and community can be involved in the program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Melissa Austin, GT Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Use the school's web site (mountidaschools.com) K-6 as a means	Jacynnda Smith, Counselor;	Start:		

of communicating with parents regarding assignments, activities, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Stephanie Dixon, Principal; C; Kristie May, 3rd/4th, Amber Mishler, 2nd	07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Mount Ida Elementary School uses Project Read for fluency development and instruction.				
Scientific Based Research: Topping, K. J. et al (2007) Does practice make perfect? Independent reading quality, quantity, and student achievement. Learning and Instruction, 17, 253-264.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Fluency instruction is aligned with the Literacy Common Core State Standards. The Mt. Ida School District Scope and Sequence will be in place to identify benchmarks. Action Type: Alignment	Chandra Ellison, K; Jackie Hall, 1st; Amber Mishler, 2nd; Deena Rae, 3rd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Grades K-4 will provide instruction in fluency as a part of the core reading program. Action Type: Alignment	Annie Scott, K; Kirk McIntosh, 4th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
All students (K-4) will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Action Type: Equity	Jackie Hall, 1st; Annie Scott, K; Amber Mishler, 2nd; Deena Rae, 3rd; Kirk McIntosh, 4th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The DIBELS Next Oral Reading Fluency (ORF) task will be administered to first grade students at semester and end-of-the-year and 2nd - 6th grade three times a year to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using DIBELS Next ORF task bi-weekly until the student reaches expected levels of performance. Oral reading fluency progress will be monitored in grades 1-6 each nine weeks with grade level texts. Action Type: Program Evaluation	Jackie Hall, 1st; Amber Mishler, 2nd; Kirk McIntosh, 4th; Jill Thew, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as Effective Literacy to learn about fluency instruction. Action Type: Alignment Action Type: Professional Development	Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Mount Ida expects all students to meet the end-of-the-year fluency benchmark for grades K-6. The program will be evaluated by increasing the number of students meeting end-of-the-year Accelerated Reader and fluency passage assessments noted in CCSS and Mt. Ida School District Scope and Sequence. Action Type: Alignment Action Type: Program Evaluation	Stephanie Dixon, Principal; Donna Whisenhunt, Principal, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Mount Ida Elementary School uses Project Read, Encyclopedia Britannica and Accelerated Reader with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.

Scientific Based Research: Nagel, D. (2010) Built in Remediation. Educational Leadership. 68, 2, pp. 66-67.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Fluency instruction is aligned with the Literacy Frameworks and Common Core State Standards. The Mt. Ida School District Scope and Sequence will be in place to identify benchmarks at each nine weeks of K-6. Action Type: Alignment	Chandra Ellison, K.; Jackie Hall, 1st; Amber Mishler, 2nd; Deena Rae, 3/4	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Each teacher in grades K-6 will utilize high level critical thinking skills in teaching providing procedures for comprehensive instruction in literacy and core curriculum classes. Whole group instruction and small group instruction will be utilized. Action Type: Alignment Action Type: Collaboration	Deena Rae, 4th; Amber Mishler, 2nd; Jill Thew, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
All students will participate in comprehension strategy instruction. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Action Type: Equity	Chandra Ellison, K; Jackie Hall, 1st; Amber Mishler, 2nd; Deena Rae, 3/4	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Mount Ida Elementary School will utilize the Accelerated Reader as a placement tool for leveling reading instruction to meet the needs of the students in grades K-6. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Stephanie Dixon, Principal; Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Students identified as not meeting the expectation for success will receive additional comprehension strategy instruction in small groups. Progress will be monitored by-weekly until expectation is met. This process allows teachers to identify student deficiencies at a point in time in order to provide extra assistance or remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Jill Thew, 5th and 6th; Serena McGinley, 5/6 science	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Mount Ida Elementary expects all students to be proficient in reading	Stephanie Dixon, K-4	Start:	<ul style="list-style-type: none"> Administrative 	

comprehension. The program will be evaluated by the increase in number of students meeting or exceeding proficient in reading on the CRT and NRT. Action Type: Alignment Action Type: Program Evaluation	Principal; Donna Whisenhunt, 5-6 Principal	07/01/2014 End: 06/30/2015	Staff	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Mount Ida Elementary School uses the writing competencies from the Arkansas Department of Education to guide writing instruction.				
Scientific Based Research: Lawrence, J. et al. (2010) The words students need. Educational Leadership. 68, 2, pp.22-26.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each teacher in grades K-4 will utilize writing instruction in literacy and core curriculum classes. Action Type: Alignment Action Type: Collaboration	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
All students will participate in writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Action Type: Equity	Deena Rae, 4th; Jackie Hall, 1st; Chandra Ellison, K	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Progress in grades K-6 will be monitored each nine weeks with pacing assessments. The CRT will be the outcome assessment for writing in grades 3-6. Action Type: Program Evaluation	Stephanie Dixon, Principal; Donna Whisenhunt, 5-6 Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Students identified as not meeting the expectation for success will receive additional writing instruction in small groups. Action Type: AIP/IRI	Chandra Ellison, K; Jackie Hall, 1st; Amber Mishler, 2nd; Deena Rae, 3rd; Kirk McIntosh, 4th; Jill Thew, 5/6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Mount Ida Elementary School expects all students to be proficient in writing. The program will be evaluated by the increased number of students meeting or exceeding proficiency in writing on the Benchmark exam as well as increased scores on the constructed responses in reading on the Benchmark exam. K-2 students writing proficiency will be assessed with an end of the year writing sample. Action Type: Program Evaluation	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Vertical Teams will be formed with all grade levels represented to insure a comprehensive scope and sequence for literacy across all grade levels. Action Type: Collaboration Action Type: Title I Schoolwide	Brenda Boardman, K-4 Principal; Donna Whisenhunt, 5-6 Principal; K-6 Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Mt. Ida Elementary will continue the practice of hiring highly qualified teachers and para professionals. Action Type: Title I Schoolwide	Hal Landrith, Superintendent	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improve student achievement in the areas of geometry, measurement, number operations, and open response questions, especially in strands of number operations, data analysis and probability.

Supporting Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: Mount Ida Elementary formed grade level teams and analyzed the Math test scores from the 3rd, 4th, 5th and 6th grade Augmented Benchmark, K-6 NRT Exams, as well as interim assessments. We examined the results for both the combined population and sub-population. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the common core state standards. We examined our routines, customs, norms and expectations in order to better understand the why our students. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our students. Our data analysis led us to conclude that the following areas reflect our greatest need in all sub populations: geometry, measurement, number operations, and open response questions, especially in strands of number operations, data analysis and probability. In addition, we have formed a school ACSIP leadership team that is responsible for progress monitoring and making adjustments in student interventions on a annual basis. This team oversees the implementation of our ACSIP Plan and analyzes formative classroom performance data. We will implement appropriate interventions and programs that will best address the needs of our students.
2. ATTENDANCE RATE: The Attendance rate for Mount Ida Elementary for the last three years has been 95%
3. POVERTY DATA: Free and reduced meal status percentage for 11/12 was 71.26% Free and reduced meal status percentage for 12/13 was 66.93% Free and reduced meal status percentage for 13/14 was
4. In math, the All Students group scored 80.00% in Performance; while the TAGG subgroups scored as follows: Economically Disadvantaged Students scored 50.00% in Growth and Students with Disabilities scored 16.67% in Growth. On the Benchmark exam in math, 92% of the 3rd grade All Students group scored proficient or above, 86% of the 4th grade All Students group scored proficient or above, 67% of the 5th grade All Students group scored proficient or above, and 77% of the 6th grade All Students group scored proficient or above. For the TAGG group of Economically Disadvantaged Students, 87% in 3rd grade, 85% in 4th grade, 65% in 5th grade, and 75% in 6th grade scored proficient or above. The TAGG group of Students with Disabilities, 100% in 3rd grade, 60% in 4th grade, 0% in 5th grade, and 25% in 6th grade scored proficient or above.
5. Trend data for third grade: Trend data for third grade: Multiple Choice Geometry: 2011 67%, 2012 55%, 2013 64% and 2014 61%. Open Response Data Analysis and Probability: 2011 1.7/8, 2012 .2/8, 2013 4.5/8 and 2014 6.1/8.
6. Trend data for fourth grade: Multiple Choice Geometry: 2011 60%, 2012 57%, 2013 56% and 2014 56%. (2013 and 2014 being below state average.) Open Response Measurement: 2011 3.6/8, 2012 3.7/8, 2013 2.1/8 and 2014 4.5/8. (2013 being below state average with 2014 being at state average.) Open Response Measurement: 2011 3.6/8, 2012 3.7/8, and 2013 2.1/8. (2013 being below state average.)
7. Trend data for fifth grade: Multiple Choice Number Sense and Operations: 2011 67%, 2012 61%, 2013 59%, and 2014 64%. (Below state average in 2012,2013, and 2014.) Open Response Number Sense and Operations: 2011 4.5/8, 2012 3.1/8, 2013 2.7/8 and 2014 2.6/8. (Below state average in 2012, 2013, and 2014.) Open Response Number Sense and Operations: 2011 4.5/8, 2012 3.1/8, and 2013 2.7/8. (Below state average in 2012 and 2013.)
8. Trend data for sixth grade: Multiple Choice Measurement: 2011 59%, 2012 75%, 2013 62% and 2014 66%. Open Response Data Analysis and Probability: 2011 4.4/8, 2012 3.9/8, 2013 .8/8 and 2014 2.6/8 . CWT trend data shows 50% of teachers maximize instructional time and maintain a challenging pace. 25% of teachers practice.

Goal Improve student achievement in the areas of geometry, measurement, number operations, and open response questions, especially in strands of number operations, data analysis and probability.

Benchmark During the 13-14 school year, Mount Ida Elementary will meet or exceed the Annual Measurable Outcomes for Performance in Math.

Intervention: Align math curriculum to the Common Core State Standards.				
Scientific Based Research: Scriffiny, P. (2008) Seven reasons for standards-based grading. Educational Leadership. 66,2, pp. 70-74.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Use Mt Ida Common Core Objectives for Math instruction K-6. Action Type: Alignment	Stephanie Dixon, Principal; Nan Wilson, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Teachers K-4 will use CGI math strategies to provide math instruction and provide differentiated learning opportunities. Action Type: Alignment	Laurie Whisenhunt, 4th; Randi Carr, 2nd; Sydney Smith, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Students will use during weekly computer lab sessions to be monitored through lesson plans. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion	Stephanie Dixon, Principal; K-4 Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids Title Teachers 	<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Continue K-6 differentiated math, science and social studies instruction. Action Type: AIP/IRI Action Type: Alignment	K-6 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Provide Professional Development in differentiated instruction to meet the needs of individual students in all subject areas.	Stephanie Dixon, Principal; Donna Whisenhunt, Principal	Start: 07/01/2014 End: 06/30/2015		<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Remediation in LA/Math will be provided by Highly Qualified teachers. Action Type: Collaboration	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Vertical Teams will be formed with all grade levels represented to insure a comprehensive scope and sequence for math across all grade levels. Action Type: Collaboration Action Type: Title I Schoolwide	Stephanie Dixon, Principal; K-4 Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Total Budget:				\$0
Intervention: Develop daily assignments and assessments that reflect the format of Benchmark questions.				
Scientific Based Research: Wagner, T. (2008) Rigor Redefined. Educational Leadership. 66, 2, pp.20-24.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Analyze students achievement data and develop Academic Improvement Plans for each student that scored below proficient. This analysis will serve a needs assessment. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide	April Scurlock, 5th; Laurie Whisenhunt, 3/4th; Randi Carr, 2nd; Sydney Smith, 1st; Annie Scott, K	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<div></div> <div>ACTION BUDGET:</div> <div>\$</div>
Provide instruction about Special Education students in the regular classroom using modifications specified in their IEP.	Candace Bates, Special Education	Start: 07/01/2014	<ul style="list-style-type: none"> Teachers 	<div></div> <div>ACTION</div> <div>\$</div>

Action Type: Special Education		End: 06/30/2015		BUDGET:
Use 9 week assessments (K-4) to prepare students for the PARCC and end of the year NRT. Action Type: Alignment Action Type: Program Evaluation	Laurie Whisenhunt, 3/ 4th; April Scurlock, 5th/6th; Randi Carr, 2nd; Sydney Smith, 1st; Annie Scott, K	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Encourage all parents to actively participate in student's education.

Scientific Based Research: Epstein, J.L. & Salinas K.C. (2010) "Partnering with families and communities." Educational Leadership 61 (8) 12-18.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use School Reach to invite parents to school functions such as Open House, Parent Teacher Conferences, etc. Use text messaging to accommodate all language barriers. Action Type: Parental Engagement Action Type: Title I Schoolwide	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Include math skills to be taught in weekly lesson schedule sent to parents. Action Type: Collaboration Action Type: Parental Engagement	Laurie Whisenhunt, 3/4th; Randi Carr, 2nd; Sydney Smith, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Inform parents, students, and community about school activities and progress by having monthly announcements/calendar. Action Type: Parental Engagement	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$
Send home weekly reports and progress notes every four weeks that parents are required to sign and return. Action Type: AIP/IRI Action Type: Parental Engagement	K-6 Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Distribute Surveys for Volunteer Handbook for parents and community listing areas where their help is needed and can be performed both at school and at home. Action Type: Parental Engagement	Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers School Library 	ACTION BUDGET: \$
Send home monthly "Home and School Connections" newsletter to K-4 students provided by the DMEC. Action Type: Parental Engagement	Melissa Austin, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Encourage parents to attend Parent Teacher Conferences and compare the fall and spring percentages . Action Type: Parental Engagement Action Type: Program Evaluation	Jacynda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Schedule required minutes of physical activity. Action Type: Wellness	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:				\$0
Intervention: Implement technology to improve skills.				
Scientific Based Research: Baker, E. A. (2007). Elementary classroom websites. Journal of Literacy Research, 39, 1–36.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Increase the use of Neo boards on appropriate assignments. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Randi Carr, 2nd; Jackie Hall, 1st.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Utilize SMART boards for K-6 math classrooms. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Laurie Whisenhunt, 3/4; Sydney Smith, 1st;	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff 	ACTION BUDGET: \$
Purchase Britannica Smart Math Premium Addition for math practice and formative assessments K-6. Action Type: Equity Action Type: Title I Schoolwide	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	Title I - Purchased Services: \$450.00 ACTION BUDGET: \$450
Purchase and continue to use Penda Learning for cross-curricular learning activities in math and science for grades 3-6. Action Type: Collaboration Action Type: Technology Inclusion	Kristie May, 3/4; science; Laurie Whisenhunt, April Scurlock, 5/6 Math	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	Title I - Purchased Services: \$1875.00 ACTION BUDGET: \$1875
Invest in programs such as web based Accelerated Math and STAR Math to supplement math instruction to provide Point In Time Remediation for students. Action Type: Alignment Action Type: Technology Inclusion	Randi Carr, 2nd; Laurie Whisenhunt, 3/4; Sydney Smith, 1st	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	Title I - Purchased Services: \$4689.00 ACTION BUDGET: \$4689
Purchase state-of-the-art mobile lab with 30 Chrome Books (\$10,000) and 20 individual (\$300 x 20) classroom Chrome Books, to be used by teachers and students for research, collaboration, and technological proficiency as outlined in the CCSS. Action Type: Equity Action Type: Technology Inclusion	Stephanie Dixon, Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Capital Outlay: \$10000.00 Title I - Materials & Supplies: \$6000.00 ACTION BUDGET: \$16000
Total Budget:				\$23014

Priority 3: Teacher, students, and parents will work together to improve student wellness by implementing instruction and policies that will promote healthy lifestyle choices.

Supporting
Data:

1. The Mount Ida School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. 2012-2013 BMI 14.4% Overweight;19.2% Obese of 167 students tested. Body Mass Index SY 2011-2012: of the of the 505 student population, 162 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight or overweight: Elementary: 66.07% High School: 61.7% Approximately 19.0% of all children measured at the high school level were in the at risk for overweight category, and approximately 17.2% of all children a were identified as overweight. Approximately 17.6% of all children at the elementary level were in the at risk for overweight category, and approximately 27.9% of all children measured were identified as overweight. Body Mass Index SY 2010-11: of the of the 542 student population, 193 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: Elementary: Males - 32.2%% High School: 33.9%
2. 2011-2012 School Health Index: Overall Score Card Module 1: School Health Policies and Environment High 97% Module 2: Health Education High 98% Module 3: Physical Education and other Phy. Act. High 97% Module 4: Nutrition Services High 100% Module 5: School Health Service High 100% Module 6: School Counseling, Psych. & Social Serv. High 100% Module 7: Health Promotion for staff High 100% Module 8: Family and Community Inv. High 100% 2010-2011 School Health Index: Overall Score Card Module 1: School Health Policies and Environment High 75% Module 2: Health Education High 100% Module 3: Physical Education and other Phy. Act. High 100% Module 4: Nutrition Services High 88% Module 5: School Health Service High 100% Module 6: School Counseling, Psych. & Social Serv. High 100% Module 7: Health Promotion for staff High 100% Module 8: Family and Community Inv. High 100% 2012-2013 School Health Index: Overall Score Card Module 1: School Health Policies and Environment High 85% Module 2: Health Education High 100% Module 3: Physical Education and other Phy. Act. High 100% Module 4: Nutrition Services High 79% Module 5: School Health Service High 100% Module 6: School Counseling, Psych. & Social Serv. High 94% Module 7: Health Promotion for staff High 79% Module 8: Family and Community Inv. High 100%
3. POVERTY DATA: Free and reduced meal status percentage for 11/12 was 71.26% Free and reduced meal status percentage for 12/13 was 66.93% Free and reduced meal status percentage for 13/14 was

Goal Improve student achievement in health and wellness by increasing knowledge of healthy lifestyle choices.

Benchmark A decrease of 0.5% on the 2013-2014 Body Mass Index screening will be the target for Mount Ida Public Schools.

Intervention: Align wellness curriculum to nutrition standards.				
Scientific Based Research: Institute of Medicine. Progress in Preventing Childhood Obesity: How Do We Measure Up? National Academy of Sciences, September 13, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide Professional Development on Nutrition through the University of Arkansas Cooperative Extension Office. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Stephanie Dixon, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Participate with community resources for student health and wellness. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Lisa Hughbanks, School Nurse; Melissa Austin, Parent Facilitator, David Jones, PE	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
Provide monthly nutrition information through the monthly handout Nutrition Nuggets provided by DMEC. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	David Jones, PE	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Conduct BMI screenings on all students K-6 on a basis	Lisa Hughbanks, School Nurse	Start:	<ul style="list-style-type: none"> Computers 	

of selected grade levels per year. Action Type: Alignment Action Type: Wellness		07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Conduct Hearing and Vision Screenings annually. Action Type: Alignment Action Type: Wellness	Lisa Hughbanks, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Teachers will instruct students in nutrition using the University of Arkansas Cooperative Extension S.N.A.P. program. Action Type: Alignment Action Type: Wellness	Kristie May, 3/4 science; Sydney Smith, 1 st; Randi Carr, 2nd, Annie Scott, K	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Parents will engage in health activities through "Home and School Connections" Action Type: Collaboration Action Type: Wellness	David Jones, PE	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teach the hazards of alcohol and tobacco use. Action Type: Wellness	Jacynda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Conduct Red Ribbon Week Activities incorporating the Art department, Safety Committee, SRO, and Guidance class to promote healthy choices. Action Type: Collaboration Action Type: Wellness	Jacynda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Align curriculum to physical education and safe environment standards.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Review, update, and rehearse current crisis plan for the elementary campus. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Stephanie Dixon, Principal; David Jones, PE; Laurie Whisenhunt, 3/4 Math	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Administer Arkansas Prevention Needs Assessment Survey to sixth grade students Action Type: Alignment Action Type: Wellness	Jacynda Smith, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Continue Elementary Wellness committee meetings with the District Wellness committee to set up and administer state mandated wellness modules Action Type: Collaboration Action Type: Parental Engagement	Donna Whisenhunt; Kay Standridge, Title I aide	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff 	ACTION BUDGET: \$

Action Type: Wellness			<ul style="list-style-type: none"> Performance Assessments Teachers 	
The district will support the schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school Action Type: Collaboration Action Type: Equity Action Type: Wellness	Hal Landrith, Superintendent; Michelle Abernathy, Food Services Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
School Health Index will be used for evaluation. This intervention has proven effective by increased School Health Index (wellness modules). Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	K-12 Staff, Donna Whisenhunt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Campus level safety committee will meet periodically throughout the year to address safety concerns. Action Type: Collaboration	Laurie Whisenhunt, 3/4	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Kirk McIntosh	4th Language Arts	Literacy
Classroom Teacher	Amber Mishler	2nd Grade LA	Literacy
Classroom Teacher	Angela Black	Music/Art	Math
Classroom Teacher	Annie Scott	Kindergarten	Math
Classroom Teacher	April Scurlock	Math 5 & 6	Math
Classroom Teacher	Chandra Ellison	Kindergarten	Literacy
Classroom Teacher	Deena Rae	Third Grade	Literacy, Chairperson
Classroom Teacher	Jackie Hall	1st Language Arts	Literacy
Classroom Teacher	Jill Thew	Language Arts 5 & 6	Literacy
Classroom Teacher	Keith Franklin	Social Studies 5 & 6	Literacy
Classroom Teacher	Kristi May	3/4 Science & Social Studies	Literacy
Classroom Teacher	Laurie Whisenhunt	Third/Fourth Grade	Math, Chairperson
Classroom Teacher	Melissa Austin	Media Specialist/GT	Literacy
Classroom Teacher	Randi Carr	Math 2nd	Math
Classroom Teacher	Serena McGinley	Science 5 & 6	Literacy
Classroom Teacher	Sydney Smith	1st Math	Math
District-Level Professional	Nan Wilson	Federal Programs	ACSIP Leadership
Non-Classroom Professional Staff	Candace Bates	Special Education	Parent Involvement

Non-Classroom Professional Staff	David Jones	Physical Education	Math
Non-Classroom Professional Staff	Jacynda Smith	Counselor	ASCIP Leadership
Parent	Bonnie Carr	Alumni Advisory Committee Member	Parent Involvement
Parent	Deana Cole	Federal Programs Parent Advisory Member	Math
Parent	Jennifer Warden	PTO President	Literacy
Parent	Tiffany Allen	PTO	Math
Principal	Stephanie Dixon	Elementary Principal	Literacy
