

MOUNT IDA SCHOOL DISTRICT
ANNUAL REPORT TO THE PUBLIC
ACA §6-15-1402
October 13, 2020
5:30 P.M.

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, involvement, and dedication** to an education that prepares for their success in the future. Our vision is to provide a secure learning environment for all students and staff.

District Goals:

- (1) Provide a safe learning environment for staff and students
- (2) Provide curriculum and data driven instruction
- (3) Strengthen relations between home and school with better communication
- (4) Continue to update our technology infrastructure
- (5) Improve ACT Aspire Reading Scores
- (6) Make student attendance a priority in the District
- (7) Continue to educate students during the COVID Pandemic.

The 2020-2021 board members are; Deana Cole- President, Stacy Sigman- Vice President, Phillip Carr- Secretary, Jeremy McCullough, and Chad Summitt. All board members will receive 6 hours of board training for 2020. Chad Summitt attended the Virtual New Board Member Training on June 22, 2020 and received 6 hours. The board trainings have been scheduled to complete the 6 hour requirement.

Mount Ida School District encompasses 332 square miles with 66% being National Forest land. The valuation assessment for 2019 was \$80,185.702 and the millage rate is 34 mills. Our Average Daily Membership (ADM) was reported as 440 students with 95% attendance, and the district spent \$11,304.23 per pupil for educational purposes in 2019-2020. The legal balance for the end of 2019-2020 was \$847,125.40. This amount represents the district, state, and local obligation to carry over a percentage of the district's budget for emergencies and to cover shortfalls in case of serious economic times and/or a decrease in student population. As of October 1, 2020, the district enrollment was 447 students, and the poverty rate for the district, based on the number of students who qualify for free/reduced meals, translates to 70.4% of the student population.

Ninety-one (91) percent of the licensed staff employed at Mount Ida School District is certified in their subject areas. The appropriate waiver has been granted for staff members not fully certified and letters have been sent to parents to notify them that the teacher is working toward certification. Sixty-nine (69) percent of the faculty holds a Master's Degree and thirty-one (31) percent have a Bachelor's Degree. The beginning teacher salary for a BSE is \$34,000 and a MSE is \$38,550.

Our grade and LEA configuration is K-6 and 7-12. They are located in two main buildings at the present time. During the summer, general maintenance on all facilities in the district include stripping, cleaning, and waxing all floors, general grounds care, and inspections of all roofs, HVAC, fire suppression, electrical, and plumbing. Maintenance projects are reported to the state facilities department through a web based system called School Dude. The transportation department conducted routine maintenance by cleaning, washing, and repairing all district owned equipment and vehicles.

The following large expenditures have been made for various improvements:

- Repaired parking lot with concrete at elementary and in front of multi-purpose facility.

CARES ACT funds have been used to help protect faculty, staff, and students against COVID:

- District COVID Point of Contact person
- Water bottle filling stations installed at all facilities.
- Upgraded air filters to combat viruses.
- Disinfecting/Sanitizing misting machines for each building.
- Additional PPE equipment such as masks, gloves, hand sanitizer, and disinfecting wipes.

Bobby Barrett Elementary

Bobby Barrett Elementary School was fully accredited by the Arkansas Department of Education (DESE) for 2019-20. Average daily attendance for BBES in 2019-20 school year was 96%. Presently, nineteen (19) teachers, five (5) resource aides, three (3) instructional aides, three (3) Cafeteria, one (1) custodian, one (1) secretary, one (1) nurse, and one (1) administrator are employed at the elementary school Fifty-eight (58) percent of the elementary school teachers hold a Master's Degree. Our present enrollment is 233 students in grades K-6 and 77% are eligible for free and reduced meals.

We have 200 students Onsite/Traditional Learning and 32 Virtual/Remote Learning.

Teachers attended eight days of in service training before school started. Content areas included human trafficking, health and wellness, anti-bullying, child maltreatment, ethics, R.I.S.E., Math, Lincoln Learning, Google Classroom, and Google Meets.

K-6 is continuing to strive for gains in Reading this year. Our reading ACT Aspire (18-19) scores were 48% and our goal was 50%. We will strive for 55-60% for this school year and a goal of reversing the numbers to 75% on grade level reading in 6 years. Our reading program, Wonders, is in year three and we continue to use Saxon for our phonics instruction. We are also becoming a R.I.S.E. School. Our goal is to have all teachers trained in the State Reading Initiative. Currently, all have received training except our three new hires. We purchased the Winsor Sondag Program to use with small and medium groups of Dyslexic intervention to use with groups with fidelity. We are also using the Windsor Sondag and Barton with Tier II groups for Reading Remediation. Imagination Library is being funded through Federal Funds for all PreK students to

receive a book a month until age 5. We are striving to close the gap on the reading below grade level.

Student Handbook and discipline policies are all online. Students and parents received the school's discipline, attendance, parent engagement, and wellness policies in the Student Handbook and signed a form indicating they had received and understood the policy.

Students are under the guidelines of policies in the Student Handbook. Our students are children who are learning and growing into how to get along and be part of a school community. It is a joy to be part of training and teaching our students to become positively productive in a community. The following were the discipline infractions for the 2019-20 school year.

Bus: 15
Fighting: 2
Insubordination: 32
Physical Harm to a Student: 2
Stealing: 1
Threats: 3
Vandalism: 5
Weapon: 2
Other: 134

Corporal Punishment: 31
Detention: 134
Detention Hall: 7
In-School Suspension: 23

Parents are encouraged to visit our parent center, participate in our school programs, and be a partner in their children's school experiences by volunteering for activities listed in the parental involvement plan. A Volunteer Handbook is given to each teacher with the Inventory or Parent Volunteer Interest. Parents are also informed of the Home Access Center to obtain student grades and our Mount Ida Website and Mount Ida Schools K-6: Bobby Barrett Elementary Facebook Page for information. School Messenger continues to be used to inform parents. ETritition continues to be used to inform parents of lunch accounts by email.

We offer extracurricular activities of Pee Wee football, basketball, cheerleading, archery, and 4H meets once a month.

We are preparing for the ACT ASPIRE by giving instruction to teachers on how to use the exemplars and sample tests. We will not be taking the Periodic Assessments due to state changes in the system and new staff learning required NWEA Testing for K-2 All students in grades 3-6 unless they qualify for an alternate assessment will participate in English, reading and writing, math and science tests. Computer-based administration will

be set by the district to be sometime between April 5-May7. Teachers are developing lessons to integrate technology into the classroom. We are one-to-one technology devices.

K-6 Students take the NWEA MAP testing 3 times a year for assessment. K-2 is required by the STATE. The test data was disaggregated. Students whose scores were “Close or Need for Support” were scheduled for intervention classes. Small group teacher’s groups, Reading Interventionist, Barton Program, Windsor Sunday Program, SRA, ReadWorks.org, and MindPlay Reading Coach will be used for students needing reading intervention. STAR AR reading will be used to improve reading comprehension, IXL, and RocketMath are supplemental programs used in the classrooms and they may be used at home as well.

An intervention period of 30 minutes is scheduled into the daily schedule. This allows students to be retaught skills, study, read, and improve math and literacy skills. Mrs. Scott, Mrs. Leach, Mrs. Diggs, Mrs. Ashburn, and Mrs. Smith are conducting afterschool literacy and math groups for K-6.

ACT ASPIRE Testing arranged by Grade Level and Subject. The percentages are based on students who were Exceeding and Ready.

<i>State Results 18-9</i>	<i>“Exceeding or Ready Students”</i>			
	<i>ENG</i>	<i>READ</i>	<i>MATH</i>	<i>SCIENCE</i>
<i>Grade 3</i>	72%	39%	62%	40%
<i>Grade 4</i>	69%	45%	54%	42%
<i>Grade 5</i>	73%	41%	49%	41%
<i>Grade 6</i>	73%	43%	54%	45%

Bobby Barrett Elementary Total Average “Exceeding or Ready Students”				
2018-19	83%	48%	59%	51%
	English	Reading	Math	Science
Grade 3	86%	58%	81%	59%
Grade 4	71%	49%	69%	52%
Grade 5	86%	40%	45%	44%
Grade 6	88%	48%	39%	48%

Bobby Barrett Elementary Total Average “Exceeding or Ready Students”				
2017-18	82%	42%	51%	46%
	English	Reading	Math	Science
Grade 3	84%	41%	65%	41%
Grade 4	77%	44%	61%	54%
Grade 5	82%	41%	37%	57%
Grade 6	84%	42%	35%	33%

Bobby Barrett Elementary Total Average “Exceeding or Ready Students”
2016-17 86% 40% 42% 63% 44%
ENG READ WRITE MATH SCIENCE

“Exceeding or Ready Students”

Grade 3	93%	51%	23%	78%	58%
Grade 4	88%	40%	41%	62%	38%
Grade 5	81%	22%	44%	47%	32%
Grade 6	80%	43%	69%	63%	47%

Bobby Barrett Elementary Total Average “Exceeding or Ready Students”
2015-16 69% 33% 18% 40% 39%
ENG READ WRITE MATH SCIENCE

“Exceeding or Ready Students”

Grade 3	74%	23%	7%	65%	39%
Grade 4	40%	33%	0%	20%	23%
Grade 5	79%	10%	21%	14%	31%
Grade 6	81%	58%	36%	58%	58%

Mount Ida High School

Mount Ida High School was fully accredited by the Arkansas Department of Education (DESE) for 2019-2020. Average daily attendance for the 2019-20 school year for MIHS was 95%. Presently, twenty-four (24) teachers and one (1) administrator are employed at the high school. Seventy-six (76) percent of the high school teachers hold a Master’s Degree. Our present enrollment is 214 students in grades 7th-12th and 63% are eligible for free and reduced meals.

Data disaggregation of ACT ASPIRE test scores were not done this year as the ACT ASPIRE test was not given in the spring of 2020. NWEA test was given to our 7th and 8th grade at the beginning of October 2020 to help us better understand our student’s needs. Also STAR Reading is used to assess students reading strengths and weaknesses. STAR reading scores are sent home twice yearly. The 2019 ACT Aspire test scores indicate the following percentage of 7th-10th students scored Ready or Exceeding on the test:

- English- 62%
 - Reading- 34%
 - Science- 35%
 - Math- 35%
- ACT score average- 18

Under normal circumstances teachers attend eight days of in-service training before school starts. This year with Covid-19, teacher professional development was completed virtually. Content areas included The Science of Reading parts 1-14 which has to be completed before the beginning of 2021-2022 school year, human trafficking, crisis

response and active shooter drill, anti-bullying, child maltreatment, professionalism and ethics, crises response and plan review, teen suicide awareness, and various PD related to their subject area or PGP. All teachers received Google classroom training. This training was given to better equip our teachers to serve our Option 2 students. Option 2 students chose to work virtually from home. We started the school year with 37 students, 7-12, in option 2. Several of those students have come back to receive face to face instruction.

The 2019-2020 Mount Ida High School discipline report: Group one-15 offenses; Group two-7 offenses of which **0 were bullying**; Group three-5 offenses. Group one are misbehavior violations. Group two are disruptive and disorderly behavior violations. Group three are illegal behavior violations.

Math curriculum: 7th and 8th grade textbook- Kendall Hunt 2nd edition. Algebra One, two and Geometry use textbook- Holt/McDougal/Larson.

English curriculum: 7th, 8th, 9th grade use Glencoe Language Arts workbook, Glencoe Literature Arkansas Edition- The Reader's Choice, Glencoe Writer's Choice Grammar and Composition Textbook, Glencoe Literature The Reader's Choice Course 3 Textbook. All of the English teachers assign various short stories as well as at least one library book per nine weeks. The English teachers use Renaissance Star Reading as well.

Science curriculum: 7th and 8th grade-Text book- Integrated Science by McGraw Hill Education. Physical Science textbook is by Pearson 2011. Biology textbook is Pearson and Prentice Hall. Chemistry is by Pearson 2017.

Social Studies curriculum: Arkansas History- Gibbs Smith The Arkansas Journey; Civics-Holt Civics in Practice Principals of Government and economics; US Government- McGraw Hill United States Government; World Geography-McGraw Hill Discovering World Geography; Economics-Glencoe McGraw-Hill; US History-The American Vision Glencoe; World History-Glencoe. All teachers use the Arkansas Standards.

We have added an enrichment period to the schedule. We have also added a reading interventionist that is available during the enrichment period. All teachers use IXL as a tool for remediation and enrichment. IXL can also be used to prepare students for the ACT, and because it is web-based, can be used at home.

Math and literacy committees continue the implementation of Arkansas State Standards and Technology Integration. Teachers meet regularly to discuss curriculum, instructional strategies, and classroom activities. Teachers are developing lessons to integrate technology into the classroom. MIHS Improvement Plan has been developed and will be reviewed each quarter, and the Improvement Plan Committee will update as needed.

We focused on all core teachers becoming Advanced Placement trained. This professional development enables the core classroom teachers to be trained in differentiated learning for all students while partnering with the GT instruction. The goal is for all core teachers to be trained AP and keep AP certifications.

Student Handbook and discipline policies are all online. Students and parents received the school’s discipline, attendance, and wellness policies in the Student Handbook and signed a form indicating they had received and understood the policies.

Parents are encouraged to visit our parent center, participate in our school programs, and be a partner in their children’s school experiences by volunteering for activities listed in the parental engagement plan. Parents are also informed of the Home Access Center to obtain student grades and our Mount Ida Website for information. School Messenger continues to be used to inform parents. E-Triton continues to be used to inform parents of lunch accounts by email every Thursday.

The high school students are offered over 150 different courses, some offered through Virtual Arkansas and endorsed concurrent credit courses, including on-site College Algebra, through UA Rich Mountain or NPCC.

Online Advanced Placement courses are offered as well through Virtual Arkansas. Act 1280, Digital Learning, is being met through a digital Health class offered to all 9th graders. Students at MIHS have their own Chromebooks to use while at school.

Extracurricular activities and clubs offered at Mount Ida are BETA, FBLA, Yearbook, Journalism, Student Council, Gifted and Talented, FCCLA, FCA, FFA, Band, Trap, Archery, Fishing Team, Track, Football, Basketball, Softball, Baseball, Golf, Cheerleading, and Girls Cross Country.

The ACT Aspire end-of-year summative assessment will be used to assess all students in grades 7-10 unless they qualify for an alternate assessment. Each student will participate in English, reading, math and science tests. Computer-based administration will be set by the district to be sometime between April 6-May 8. Grade 11 students will be given the opportunity to take the ACT® during the spring of their junior year. The exam will be paper-based. It can be used for all scholarship and college admittance purposes. The ACT multiple-choice tests are based on what students have learned in English, reading, math, and science.

ACT ASPIRE Testing arranged by Grade Level and Subject. The percentages are based on students who were Exceeding and Ready. The 2019 ACT ASPIRE test results follow as the 2020 ACT ASPIRE test was not administered due to the Covid-19 situation

	2019 ACT Aspire Mount Ida High (Those scoring “Ready” or “Exceeding”) And State Average:							
	ENG	State	READ	State	MATH	State	SCIENCE	State
Grade 7	72%	78%	35%	39%	27%	47%	48%	42%
Grade 8	79%	74%	41%	53%	41%	47%	55%	42%
Grade 9	51%	58%	30%	37%	35%	35%	31%	35%
Grade 10	52%	59%	30%	32%	36%	29%	18%	35%

School Health and Wellness

The school annually evaluates our school wide Health and Wellness programs at both campuses at the beginning of each school year during Professional Development Week. The Student Health and Wellness Modules are used to determine our strengths and weakness by teachers, staff, community, parents, and students. The weaknesses are then prioritized by modules. The Recommendations are listed and the Coordinator, Nurse, Food Service Manager, Counselor, and Principal prioritize the recommendations. We try to accomplish at least one recommendation at each campus per module per year.

The nurse annually assesses the Student Body Mass Index for the High School before sports physicals. The height and weight are taken for all students in grades K, 2, 4, 6, 8 and 10. This BMI data is added to the information in the Student Health and Wellness Index.

Annually, at the Public Meeting our progress and recommendations are discussed. The Wellness Policy and Body Mass Index Reporting Act 1220, 2003 is outlined in the Student Handbook. Volunteers have currently been asked to serve on the committee. In the future, volunteers will be identified on the volunteer sign-up in the Student Handbook. If any parent, student, or board member would like to serve on this committee contact Mrs. Donna Whisenhunt or Mrs. Michelle Abernathy.

Recommendations for continuing or *actions to plan* are the following:

~~~School Health and Safety Policies actions:

1. All staff being certified in CPR/ADE is scheduled Aug. 2015 and rotates every 3 years.
2. ***All teachers join the presentation for Reproductive Health for Professional Development***
3. Research adding bolts or change locks at the High School.
4. *Research Cost of changing the doors to knobs that lock from the inside. Research Cost for adding the bolts*
5. *Change Out Signs at facilities as needed as the sun fades*
6. *Research Scheduling Options to Non Athletic Students PE*
7. *Water Bottle Station in the Lobby*
8. *Teachers should take trash bag out and put it outside of their doors-*
9. *Floors should be cleaned nightly.*
10. *Restrooms cleaned daily and nightly.*
11. *Floors mopped weekly.*
12. ***Research Cost of black barriers around the swing areas and pea gravel fill***
13. ***Add the Trim Dead Limbs to the Yearly Work Orders***
14. ***Paint the Ponder Paths and Implement Loss of Recess Choice on the Ponder Path***
15. ***Research the Carbon Monoxide Detectors in the School Settings***

~~~Health Education actions:

~Develop interaction with families & community.

- ~Continue “Drug & Violence Free” speakers during Red Ribbon Week in K-12.
- ~Inform students, parents, and community of Smoke, Weapon, Taser, Pepper Spray FREE campuses including No Smoking at ballgames.
- ~*Ask Coop for a Health Curriculum every 2 years.*

- 1. Send out the Re-Entry Plan to ALL Teachers**
- 2. Research Professional Development that deals with Asthma, Epi Pen, Conflict Resolution, Stress Management, and CPR and send to teachers as resources**
- 3. Research Professional Development on Coronavirus and Flu Support**

~~~Physical Education and Other Physical Activity actions:

Continue meeting requirements of minutes of PE per Week: Elementary 150 minutes and High School 40 minutes a week or yearly 1440 minutes. Implement more stretching and activity during PE.

Prohibit exemptions or waivers for physical education-Policy: Doctors excuse only. Continue “Farm to You” & “Walking/Biking Safety” assemblies done by Farm Bureau Extension Office.

Continue to promote Intramural activities through PeeWee football, basketball, Base/Softball.

1. CAPS Teachers can incorporate Fitness into student talks
2. Send out the Activity Break Ideas for Class
3. **Research Cost and Ways to Pay for Paddings on the Basketball Goals**
4. **COOP Professional Development on Physical Education and Inside Recess**

~~~School Counseling, Psychological, and Social Services actions:

Replace full time counseling services with Healthy Connections with referral packets in the Crisis Plan.

Communicate behavioral/discipline or violent issues to staff using Emails and staff meetings.

1. *Develop a system of informing teachers of students who are having issues*
2. *Tobacco Prevention in with the Oral Health Prevention Assembly—*
3. **Orientations that are Being DONE:**
 - ~*Kindergarten Meal Application—Mrs. Donna Calls ALL*
 - ~*Head Start Meetings—Mrs. Ellison and Mrs. Donna Attend*
 - ~*Preschool Meetings—Mrs. Ellison, Mrs. Scott, Mrs. Donna*
 - ~*Kindergarten Open House and Screening*
4. **Develop: 7th Grade Orientation**

~~~Nutrition Services actions:

Continue to offer healthy choices at concession stands and meetings.

Look into snack cart or vending machine with fruits, veggies, nuts, and juices... Elem can't sell on campus during the day.

Done-Add Breakfast to Go at High School.

Done-Add fresh fruits to the menus.

1. *Make contact with Mrs. Amy Monk and Mr. Randi Black for the Farm to You Program at the High School Level*
2. *Schedule all Cafeteria and Concession to be Serve Safe Trained*
3. *Healthy Concession Stand Signs*
4. *Research Al-A-Carte Items for Elementary*
- 5.

~~~School Health Services actions:

Continue with guest speakers about tobacco use, drinking, and texting, including Operation Prom.

Update Crisis Plan as needed and Alert Numbers yearly.

Compile student and staff "Health Alerts" and distribute to staff and buses.

Continue with a fulltime Nurse splitting time between campuses and the many Health Fair services.

We are providing yearly services including: Always Changing Body, Reproductive Health, K-8 Hearing/Vision Referrals, P-12 Dental Screenings by Dr. Faulkner's Staff, K-4 Orthodontist Presentation by Dr. Koppel-Hall staff, K-12 Flu Clinic by the Health Department, Body Mass Index, Scoliosis Screening, 7-12 Drug Testing, 6-11 Sports Physicals, and Staff Physicals & Wellness Checks.

Continue Elementary Field Day.

Done--Add outside and hallway speakers to the Elementary

Done--Add outside speakers to the Multi-Purpose and High School Buildings.

Done--Add an intercom system in the HPER building.

~~~Health Promotion of the Staff actions:

Provide all staff employees for St. Vincent to Staff Wellness Checks and provide brochures for smoking.

Develop healthy "incentive programs" for staff physical, weight and smoking challenges.

Offer Healthy Snacks --meet the Snack Calculator Guidelines on all snacks.

Provide access to exercise equipment to staff and set up workout area in the Elementary.

- 1. Develop professional development videos on Stress Management and email to all staff**
- 2. Develop professional development videos on Conflict Resolution and email to all staff**
- 3. Develop a Staff Fitness Committee**
- 4. Develop a Walking Club.**

~~~Family and Community Involvement actions:

Develop more activities that involve the students' families to mobilize parents interacting physical with their students.

Continue to search for family/community volunteers through PTO, Parent Engagement Plan, and Volunteer Sign Up.

Continue family and community access to school through Pee Wee football, basketball, baseball, Fall Festival. ***Add Family Math and Literacy Nights.***

Increase family education on parenting strategies.

Open gates after hours and on the weekends for use of the playground & advertise the open.

1. *Be consistent with bullying incidents*
 2. *Develop a spreadsheet of Student Resources*
 3. *Make an effort to give more time on the School Reach Notices*
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1. *All Students and Families fill out Meal Surveys to parents*
 2. *Develop professional development videos on CPR and other needs emailed to parents and placed on the Facebook.*
 3. *Invite Parents to CPR Training and Provide parents CPR Training*
 4. *Use Healthy Connection in our Programs*
 5. *Initiate Health Screenings for ALL Students*
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1. **Plan a Multi-Cultural Event**
 2. **Rehang positive posters**
 3. **Replace Positive Restroom Clings as needed**
 4. **Use Volunteer Sheets and Use Volunteers**
 5. **Brainstorm Community Wide Health Promotions—We do the Blood Drive**

The Mount Ida School District Gifted and Talented Program is designed to meet the needs of students who demonstrate a talent for upper level thinking skills, creativity, and problem solving. The objective of the program is to provide in-depth thinking, personal challenges, and concepts at higher levels of abstraction or complexity. The curriculum is meant to be interesting as well as provide creative experiences with challenging projects and quality production. The program services students beginning in Kindergarten and continuing through 12th grade.

What Makes Giftedness?

Gifted and Talented students are those of high potential or ability whose learning characteristics and educational needs require qualitative differentiated educational experiences and/or services. Possessions of these 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.

Philosophy

The Mt. Ida School District has a commitment to help each child meet their potential. The GT program is designed to assist each gifted and talented student to gain realistic and healthy self-concepts of their strengths, weaknesses, potential; and responsibilities to themselves, the school, the community, and society.

Characteristics of GT Students

Solves and learns new information quickly
 Excels in one or more subjects
 Asks relevant questions
 Produces imaginative/original art
 Tends to dominate others
 Prefers the company of intellectual peers
 Initiates projects and extensions of assignments

Generates complex, abstract ideas
Enjoys creating

Entrance into the GT Program

Referrals are taken throughout the year from students, parents, teachers, administrators, and community members.

For the 2020-2021 school year there were 2 new students placed in the program. This brings the total to 56 students in the Gifted and Talented Program.

Referred students are evaluated with the instruments of: Mental Abilities Test (IQ), Achievement Test, Student GPA, Creativity Test, and HOPE Teacher Rating Scale. Parental permission is granted before any testing can be administered. Once all testing is complete, an identification selection committee meets and makes a decision based on the data collected. Then permission is granted from parents for placed students to be serviced in the program. Letters of notification are sent to all parents regardless of the placement decision. There is an appeals process which parents/guardians may use should they disagree with the identification selection committee's decision. There is also an exit policy in the event that the program does not continue to meet the student's needs.

Program Options

-K-2nd grade students are serviced through a 30 minute Enrichment class once a week during their Library class with the GT teacher. Activities geared to develop their potential creativity and higher level thinking skills are built into the Library lesson.

-3rd-6th grade identified GT students are serviced through a pull-out class equaling 150 minutes a week. Activities are geared to utilize higher level thinking skills and challenge their creative and academic talents through research and technology projects (Presidents and self-selected topic of study for this school year), creative and critical thinking activities, and attending educational Field Trips. Students are encouraged to compete in academic competitions such as Quiz Bowl and compete in Chess competitions.

-7th-9th grade identified GT students are serviced through a pull-out of 25 minutes twice per week with the GT teacher along with instruction from their regular classroom teacher who has special training to deliver Pre-AP content. These students are encouraged to compete in various Quiz Bowls and Chess tournaments.

-10th-12th grade identified GT students are serviced through a pull-out of 25 minutes once per week with the GT teacher along with instruction from their regular classroom teacher who has special training to deliver Pre-AP content and AP content. These students also have the option of taking college classes to receive dual concurrent credit. These students are encouraged to compete in various Quiz Bowls and Chess tournaments

Expectations

GT students are expected:

- to master the same concepts that the regular classroom students master
- to maintain above average grades
- to complete quality projects in the GT classroom
- to participate in projects and activities offered by the GT program.

Monitoring

Each year the GT program is monitored either through online program submission approval or on-site monitoring approval. Last school year's GT Program Approval was approved without onsite monitoring.

Opportunities

- Duke Tip: 4th-7th (chosen based on standardized test scores) (allows for 7th graders based on scores to take ACT)
- HOBY-10th (Leadership seminar)
- Girls and Boys State-11th (allows for students to become educated about our system of government and our leaders)
- Arkansas Governors' School-11th (6 week summer residential program for GT students)
- Quiz Bowl Camp- 7th-12th (held at two of our state's colleges)

Federal Programs

Mount Ida School District is a Title I School wide program based on our percent of low income student population, but all students benefit from these services. We were funded for 71% free/reduced this year based on 2019-20 student numbers. Each category has rules and regulations on how the monies can be spent, and actions must be written into our plans accordingly.

This year, our district received the following Federal funding:

Title I: \$204,450.51 an increase of \$17,577.99 from last year

Title II-A: \$24,999.21 a decrease of \$740.50 from last year

Title IV: \$13,696.03 an increase of \$185.33 from last year

Title V (REAP-SRSA-): \$23,243.00 an increase of \$2,109.00 from last year

State categorical funding received:

ESA/formerly NSL (Enhanced Student Achievement): \$337,371.00

Professional Development: \$15,834.00

ALE: \$49,030.00

Based on our district's greatest needs we will be adding additional Chromebooks and laptops, and technology supplies such as headphones to continue students for 1:1 computing. The district will purchase additional web-based programs that assist in reinforcing skills in math, language arts, social studies, and science. Additional math and science supplies (calculators and manipulatives, extra science equipment) and supplemental reading and social studies supplies (interactive maps, class book sets, guided reading books, etc.) will be purchased as needed.

Funds are included for supplies and materials for Parental Engagement activities, and to supply needed items for district students if identified as homeless under the McKinney-Vento Act.

The district offers after school tutoring in Math and Literacy at the elementary and an enrichment period for students needing extra practice and ACT prep during the day at the high school. State and federal funds pay for six teacher's aides, two full-time counselors, a full-time registered nurse, a Federal Programs coordinator, a Reading Interventionist, and a full-time resource officer to help bridge- the- gap between our student populations.

Website Requirements

Additional reports for the district can be found on the district's web site www.mountidaschools.com under the link "State Required Information". The website has recently been re-designed. It is compliant under the Individuals with Disabilities Act. The web site also contains district news items; campus and faculty information; items of interest for parents and students; a district calendar; schedules of events; and additional links for more information concerning education and the district.

The district will follow all CIPA (Child Internet Protection Act) guidelines. Staff and students are educated on internet safety and cyberbullying. All online activities of minors are monitored for safety. District Internet access is filtered and monitored by **Cisco Umbrella**. **GoGuardian** is used for device management and filtering, and **BARK** is used for Internet safety alerts.