

## School Plan

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**MOUNT IDA SCHOOL DISTRICT**  
**P. O. BOX 1230 MOUNT IDA, AR 71957**

### Arkansas Comprehensive School Improvement Plan

#### 2013-2014

According to the 2013 Arkansas District ESEA Accountability report, Mount Ida School District is a Needs Improvement District. Mount Ida School District is Achieving on Percent Tested and Student Performance in Literacy. The District is Needs Improvement in Math. This year the District met the Graduation Rate so it is an Achieving District. 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:

Title I: Not Applicable

School Improvement:

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**Priority 1:** Extended use of state and federal funds to support student achievement.

**Goal:** To improve student achievement in all subject areas of all students with emphasis on the Target Achievement Gap Groups (TAGG), Students with Disabilities and Economically Disadvantaged, to enable them to meet growth in 2013-2014 Literacy and Benchmark Exams.

**Priority 2:** Administrative Support

**Goal:** Students will improve literacy skills with increased writing opportunities and use of technology in all subject areas. Focus will be on TAGG Students with Disabilities and Economically Disadvantaged.

**Priority 3:** Wellness

**Goal:** By following the Wellness Policy adopted by the Mount Ida School Board, the District will assist students in decreasing the average BMI on the annual screening and increase collaboration within the school community in supporting positive lifestyle choices.

Priority 1:

Extended use of state and federal funds to support student achievement in Literacy and Math.

1. **COMPREHENSIVE NEEDS ASSESSMENT:** Mount Ida School District formed vertical teams and analyzed the Literacy and Math test scores from the Augmented Benchmark, 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 our students. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our students, with special attention to our TAGG students. Our data analysis led us to evaluate greatest need for each school. In addition,

Supporting  
Data:

we have formed a school ACSIP leadership team that is responsible for progress, monitoring and making adjustments in student interventions on an 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 School District has been 97% for the last three years. 2012-2013 attendance rate is 95%.
3. POVERTY RATE: Free and Reduced meal status percentage for 2011-12 was 65.14%. Free and Reduced meal status for 2012-13 was 62.72%. October 1, 2013 showed an increase in the number of students receiving free/reduced meals at 68% for the district.
4. DISTRICT DISCIPLINE REFERRALS for 2011-2012 was 66. District Discipline referrals for 2012-2013 was 193.
5. MOUNT IDA ELEMENTARY (GRADES K-6) is a Needs Improvement School in Math and an Achieving School in Literacy. In 2013, 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 82.52% in Growth; while the TAGG subgroups scored as follows: Economically Disadvantaged Students scored 77.78% in Growth, and Students with Disabilities scored 64.71% in Growth. On the Benchmark exam in literacy, 66% of the 3rd grade All Students group scored proficient or above, 85% of the 4th grade scored proficient or above, 84% of the 5th grade scored proficient or above, and 93% of the 6th grade scored proficient or above. For the TAGG group of Economically Disadvantaged students 77% in 3rd grade, 90% in the 4th grade, 79% in the 5th grade, and 94% in the 6th grade scored proficient or above. In the TAGG group of Students with Disabilities, 44% of the 3rd grade, 40% of the 4th grade, 0% of the 5th grade, and 75% of the 6th grade scored proficient or above. Trend data for literacy are as follows: Trend data for third grade: Practical Passage Multiple Choice: 2011 72%, 2012 58% and 2013 67%. Open Response Content and Style: 2011 2.2/4, 2012 2.3/4, and 2.3/4. Trend data for fourth grade: Writing Multiple Choice: 2011 47%, 2012 65%, and 2013 56%. Open Response Content and Style: 2011 2.9/4, 2012 2.6/4, and 2013 2.4/4. Trend data for fifth grade: Writing Multiple Choice: 2011 47%, 2012 45%, and 2013 56%. (Below state average each year.) Open Response Content and Style: 2011 3.1/4, 2012 3.0/4, and 2013 2.9/4. Trend data for sixth grade: Writing Multiple Choice: 2011 63%, 2012 64%, and 2013 51%. (Drastic drop to below state average in 2013.) Open Response Content and Style: 2011 2.9/4, 2012 3.0/4, and 2013 3.0/4. In math, the All Students group scored 82.39% in Performance; while the TAGG subgroups scored as follows: Economically Disadvantaged Students scored 53.62% in Growth and Students with Disabilities scored 23.53% in Growth. On the Benchmark exam in math, 94% of the 3rd grade All Students group scored proficient or above, 86% of the 4th grade All Students group scored proficient or above, 91% of the 5th grade All Students group scored proficient or above, and 71% of the 6th grade All Students group scored proficient or above. For the TAGG group of Economically Disadvantaged Students, 94% in 3rd grade, 83% in 4th grade, 94% in 5th grade, and 58% in 6th grade scored proficient or above. The TAGG group of Students with Disabilities, 80% in 3rd grade, 25% in 4th grade, 75% in 5th grade, and 0% in 6th grade scored proficient or above. Trend data for math are as follows: Trend data for third grade: Multiple Choice Geometry: 2011 67%, 2012 55% and 2013 64%. Open Response Data Analysis and Probability: 2011 1.7/8, 2012 .2/8, and 2013 4.5/8. Trend data for fourth grade: Multiple Choice Geometry: 2011 60%, 2012 57%, and 2013 56%. (2013 being below state average.) Open Response Measurement: 2011 3.6/8, 2012 3.7/8, and 2013 2.1/8. (2013 being below state average.) Trend data for fifth grade: Multiple Choice Number Sense and Operations: 2011 67%, 2012 61%, and 2013 59%. (Below state average in 2012 and 2013.) 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.) Trend data for sixth grade: Multiple Choice Measurement: 2011 59%, 2012 75%, and 2013 62%. Open Response Data Analysis and Probability: 2011 4.4/8, 2012 3.9/8, and 2013 .8/8. CWT trend data shows 50% of teachers maximize instructional time and maintain a challenging pace. 25% of teachers practice specific and advanced feedback from teacher and peers. 20% of teachers provide Common Core high quality instruction throughout lessons. 10% of teachers provide instruction on research. Data shows a need for more student-led instruction, differentiation of instruction, and rigor in research. Trend data shows attendance is not a factor in student achievement at Mount Ida Elementary.
6. MOUNT IDA HIGH SCHOOL (GRADES 7-12) is a Needs Improvement School in Math and an Achieving School in Literacy. In 2013, Mount Ida did not meet Performance or Growth AMO in math, but did meet AMO Growth and Performance in Literacy and graduation rate. Mount Ida High School is an Achieving School in Graduation rate and had not been last year. In literacy, the All Students groups scored 80.26% in Growth; while the TAGG subgroups scored as follows: Economically Disadvantaged Students scored 73.33%, meeting its AMO for Growth, and Students with Disabilities scored 50%, meeting its AMO for Growth. On the Benchmark exam in math, 78% of 7th grades and 81% of its 8th graders All Students group scored proficient or above. For the TAGG group of Economically Disadvantaged students 77% of 7th grade, and 65% of 8th grade scored proficient or above. In the TAGG group of Students with Disabilities, 40% of the 7th grade and 50% of the 8th grade scored proficient or above. Trend data for literacy are as follows: Trend data for seventh grade literacy: Open Response Content and Style: 2011 2.8/4, 2012 3.0/4, and 2013 2.9/4. Trend data for eighth grade literacy: Open Response Practical Passage: 2011 6.4/8, 2013 5.6/8, and 2013 3.8/8. Open Response Content and Style: 2011 2.8/4, 2012 3.0/4, and 2013 2.7/4. Open response areas seem to continue to vary by year with lowest areas being

Content and Style and Practical Passages. In math, the All Students group scored 60.53% in Performance which did not meet AMO for 2013, while the TAGG subgroups scored as follows: Economically Disadvantaged Students scored 55.56% in Growth which did not meet AMO, and Students with Disabilities scored 25% in Growth which did meet AMO. On the Benchmark exam in math, 73% of the 7th grade All Students group and 53% of the 8th grade All Students group scored proficient or above. For the TAGG group of Economically Disadvantaged Students, 77% in 7th grade and 35% in 8th grade scored proficient or above. The TAGG group of Students with Disabilities, 60% in 7th grade and 0% in 8th grade scored proficient or above. Trend data for math are as follows: Trend data for seventh grade mathematics: Seventh grade Multiple Choice-Measurement: 2011 57%, 2012 53% and 2013 52%. Open Response-Data Analysis and Probability: 2011 1.7/8, 2012 .5/8, and 2013 3.7/8. ( All three years below state average.) Trend data for eighth grade mathematics: Eighth grade Multiple Choice-Measurement: 2011 48%, 2012 42%, and 2013 59%. Open Response-Measurement: 2011 1.0/8, 2012 2.0/8, and 2013 1.2/8. (All three years below state average.) In 11th grade literacy EOC 77% of the All Student group scored Proficient or above, and the TAGG subgroups of Economically Disadvantaged scored 80% Proficient or above and Students with Disabilities group scored 0% Proficient or above. On the EOC Algebra I exam, 96% of the All Students group scored Proficient or above, and the TAGG subgroups of Economically Disadvantaged scored 95% Proficient or above, and the Students with Disabilities scored 100% Proficient or above. On the EOC Geometry exam, 91% of the All Students group scored Proficient or above. The TAGG subgroup of Economically Disadvantaged scored 91% Proficient or above and the Students with Disabilities scored 9% Proficient or above. Data from 2013 Algebra I show the greatest weakness is solving equations and inequalities in open response. (Only area below state average.) Data from 2013 Geometry show no area below state average. Trend data for attendance is not a factor in student achievement. Although discipline referrals has risen, it is not a factor in student achievement. CWT data shows a need for more student engagement in the classroom and a need for more involvement with technology use by students as well as teachers for research and presentation.

7. MOUNT IDA SCHOOL DISTRICT is an Achieving district in percentage tested, graduation rate, and Literacy. The district is a Needs Improvement district in Math. The district met graduation rate for All Students and TAGG groups at 100%. Economically Disadvantaged group continues to be the lowest subgroup in the district. Trend data from elementary and high school plans show a continued need to improve test scores in the areas of Multiple Choice Practical Passages and Open Response Content and Style on the Benchmark examinations in Literacy. Trend data from the elementary and high school plans show a continued need for improvement in test scores in the areas of Open Response Measurement, Number Operations, and Data Analysis and Probability on the Benchmark examinations in Math. There is a need for Professional Development training in differentiated instruction and in teaching to all modalities for all educators based on our district TAGG scores in Literacy and Math. The need for increased use of technology by teachers and students is being addressed by the district as well. Program Evaluation for the district Parental Involvement plan shows a need for more awareness of the district website address and information that can be obtained from it.

Goal To improve student achievement in all subject areas of all students with emphasis on the Target Achievement Gap Groups (TAGG), Students with Disabilities and Economically Disadvantaged, to enable them to meet growth in 2013-2014 Literacy and Benchmark Exams.

Benchmark Improve student achievement to meet or exceed the 2013-2014 AMO growth of 75.76% in Math and 84.09% in Literacy in grades K-6. Grades 7-12 will meet or exceed the 2013-2014 AMO growth of 74.59% in Math and 76.63% in Literacy.

Intervention: Use Federal Programs to enhance student achievement in Literacy and Math.				
Scientific Based Research: Mathis, William.J "No Child Left Behind: Costs and Benefits." Phi Kelta Kappan May, 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide Title I Coordinator, Nan Wilson, to oversee budgets and programs at all grade levels and provide guidance to all Title I employees. Coordinator will be a .15 FTE. Action Type: Equity	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Employee Salaries: \$7357.90 Title I - Employee Benefits: \$1851.59 <hr/> ACTION \$9209.49

				BUDGET:
Furnish instructional support for current software such as Accelerated Reader, STAR Literacy and Moby Max and Britannica. Action Type: Technology Inclusion	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:       \$
Title I funds set aside to provide eligible Homeless children with items needed to remain in school and to participate in school related activities that cannot be obtained from other agencies or from the residence of the student.Homeless children will be identified as determined in federal guidelines by the district homeless liaison, Jeanne Smith. Schools will purchase school supplies, clothes, and shoes for needy students. (See school plans Elementary \$250.00 and High School \$250.00.) Action Type: Equity Action Type: Title I Schoolwide	Jacynda Smith, Elementary Counselor, Shirell White, High Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:       \$
Carry out the various parental activities as outlined in the District Parent Involvement Plan to supplement the funds allotted by the district. Purchase computer supplies,craft supplies, cookies, and drinks. Buy Parenting books for the Parent Center. Provide refreshments and certificates for Parent Meetings. Action Type: Parental Engagement	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Title Teachers</li> </ul>	Title I - Materials &       \$524.12 Supplies: <hr/> ACTION BUDGET:       \$524.12
Plan staff development for K-12 teachers to improve classroom instruction based on the Common Core State Standards. Contact specialists for reading/writing training. Provide professional development on using math technology. Action Type: Professional Development	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET:       \$
Hire personnel to provide tutoring for the district in reading and math after school hours. Record student progress by pre-testing and post-testing to evaluate effectiveness of tutoring sessions. 6 teachers 392 hours at \$25 per hour. Action Type: Equity Action Type: Program Evaluation	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	Title I - Employee       \$9800.00 Salaries: Title I - Employee       \$2121.70 Benefits: <hr/> ACTION BUDGET:       \$11921.7
Mount Ida School District has no private schools in our attendance area. No students residing in our district attend private schools at this time. Should any students in the district's attendance area attend private schools, the required protocol will be followed per Title I requirements. Action Type: Equity	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET:       \$
Pay for annual web-based support fees for the district's networked library software(Follett Destiny Resource	Nan Wilson, Federal Programs	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	Title VI Federal -       \$23675.00

<p>Management \$2,000), a district web consultant with annual support fee(Gabbart Communication \$3,525),and the district web-based email system annual support fee to increase communication with parents,students, and staff (IpSwitch \$795). Pay for a district-wide open license for Windows operating systems for the next three years(WinPro \$5,355). Mount Ida School District pays for a technology coordinator for required district duties such as e-rate and technology instruction. The district will hire an additional outside consulant(Bill Brown-\$1000 per month \$12,000)to maintain the instructional software for faculty and students, and install and service the district's technology hardware-computers and laptops- and supplies(projector bulbs,laptop batteries,external drives, printers,network cabling)for the district. In preparing students for Common Core and online testing, technology use must be increased and maintained by all faculty and students for success in student achievement. Action Type: Program Evaluation Action Type: Technology Inclusion</p>		<p>End: 06/30/2014</p>		<p>Purchased Services: Title VI Federal - Materials &amp; Supplies: \$3052.00</p> <hr/> <p>ACTION BUDGET: \$26727</p>
<p>Download Title I Handbook and other guidance materials and attend the Fall and Spring Arkansas Association of Federal Coordinators Conferences. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Nan Wilson, Federal Programs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Post district and school parent invlovement plan on the school website and submit to the Arkansas Department of Education by October 1. Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Sherrri May, Business Teacher,Nan Wilson. Federal Programs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Conduct annual parent survey to determine improvement of academic quality, increased parent participation, and any barriers that exist to hinder parent participation. Include information on our schoolwide program. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Melissa Austin, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Schedule annual Title I meeting for the sole purpose of providing information about the Title I Schoolwide program. Sign-in-sheets, agenda, and minutes will document the explanation of the school's curriculum, academic assessments used to measure student progress, and information of proficiency level students are expected to meet. Survey results will serve as the Program Evaluation for this action. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Nan Wilson, Federal Programs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Include parent involvement information in student handbooks: school-parent-student compacts, right to review teacher qualifications, and volunteer opportunities.</p>	<p>Nan Wilson, Federal Programs</p>	<p>Start: 07/01/2013 End:</p>		<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Parental Engagement		06/30/2014		
Implement the Arkansas Teacher Excellence and Support System(TESS) to assist in the improvement of student learning that links evaluation procedures with curricular standards, professional learning activities, and targeted support to encourage teachers in improving their knowledge and instructional skills. All teachers and administration will be trained in the process. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Create Professional Learning Community committees to design content area scope and sequences for the four core areas. These teams will participate in selection, use, and review of school-based assessments. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Hal Landrith, Principal, Donna Whisenhunt, Principal, Brenda Boardman, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Implement a periodic assessment program(Target Test) to provide instructional accountability and improved student achievement. Train all faculty and administration in data disaggregation for state exams and local benchmarks. Data from the target assessments will be used for program evaluation. Action Type: Alignment Action Type: Program Evaluation	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
The results of the Benchmark Exams, ITBS, and formative assessments will be compared to determine whether individual students and targeted groups of students improved as a result. Action Type: Program Evaluation	Hal Landrith, Principal, Donna Whisenhunt, Principal, Brenda Boardman, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Conduct peer review on all school plans. Contact parents to serve on committee. Use approval checklist for compliance. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Consult and plan professional development for SMART Board training with the DeQueen-Mena Educational Cooperative. Action Type: Collaboration Action Type: Professional Development	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Literacy teachers and special education teachers will attend C.L.A.S.S. professional development over the next two years to improve instructional strategies. Action Type: Professional Development	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Administration will continue to use hiring practices that highly	Jeanne Smith,	Start:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	

qualified teachers and paraprofessionals. Based on stability of faculty within the district, recruitment practices are seldom needed. Action Type: Title I Schoolwide	Superintendent	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
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Total Budget: \$48382.31

Intervention: Provide an Alternative Learning Environment for students who require additional assistant in obtaining necessary skills to achieve learning expectations.

Scientific Based Research: Reimer, Mary S. & Cash, Terry "Alternative Schools: Best Practices for Development and Evaluation." Effective Strategies for School Improvement. 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will pay the salary of two ALE instructors, .12 FTE Jayson Lowery, .29 FTE Tad Kesterson, and one 1.0 FTE instructional aide, Shannon Lambert. Students are placed in ALE through a process of referrals by teachers, parents, or the counselor. A committee meets to determine which subject area and how much time each student should receive ALE services. The teacher assists each student by monitoring work supplied by the classroom teacher. Action Type: Equity Action Type: Program Evaluation	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ALE (State-275) - Employee Benefits: \$8818.81 ALE (State-275) - Employee Salaries: \$31366.92 <hr/> ACTION BUDGET: \$40185.73
Establish an Alternative Education Placement Team to determine student placement in ALE. Memebers of the team are the counselor, ALE teacher, parent or legal guardian, and classroom teacher. Students must meet the qualifying conditions as outlined in the ALE plan and have access to all support services as deemed necessary. Action Type: AIP/IRI Action Type: Collaboration	Hal Landrith, High School Principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Document the presence of the characteristics that determine placement of student in ALE. Action Type: Collaboration	Hal Landrith, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Develop an agreement with the parent or guardian, student, and teacher that outlines the responsibilities of all parties to assure the student is successful in the ALE program. Action Type: Program Evaluation	Hal Landrith, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide an environment that will enable students to progress in academic improvement goals without being punitive in nature. Students will participate in regular classes such as P.E., Agri, and Band/Music. They will participate in extracurricular activities and sports. Action Type: AIP/IRI Action Type: Equity	Hal Landrith, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Obtain professional development in areas that pertain to the alternative learning environment, including technology and parental involvement. Action Type: Professional Development	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
A transition plan will be used to determine when a student can return to the regular classroom environment. Data from the rubric will be evaluated by the Placement Team and the number of students returned to their regular schedules will serve as an evaluation of the ALE program. Action Type: Program Evaluation	Hal Landrith, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Investigate materials that will improve instruction and insure alignment with state frameworks. Action Type: Alignment	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$40185.73

Intervention: Assess the identification and placement of ELL students.

Scientific Based Research: New York, NY: National Center for Children in Poverty, Columbia University. "Immigrant Children in the United States are Growing in Number and Facing Substantial Economic Hardship." 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
Counselors will identify and assess ELL students when new students enroll and attend any new training on assessments. Action Type: Professional Development	Hal Landrith, Principal, Donna Whisenhunt, Principal, Brenda Boardman, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement National School Lunch Act (NSLA) Programs.

Scientific Based Research: Milanowski, A. "The varieties of knowledge and skill-based pay design: A comparison of seven different new pay systems for K-12 teachers." Education Policy Analysis Archives. January, 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire a .85 FTE K-12 Instructional Facilitator, Nan Wilson to evaluate curriculum and instruction and provide resources for improving student achievement. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - Employee \$10492.32 Benefits: NSLA (State-281) - Employee \$41694.78 Salaries: <hr/> ACTION BUDGET: \$52187.1
Pay salaries and benefits for .15 FTE of a reading teacher, Angie Black, to provide additional reading instruction to meet the individual needs of	Jeanne Smith, Superintendent	Start: 07/01/2013		ACTION BUDGET: \$



students. See Elementary Plan (Salary \$6216.15, Benefits \$1345.79) Action Type: AIP/IRI Action Type: Alignment Action Type: Equity		End: 06/30/2014		
The district has 2 full-time counselors and a student population of 525. Standards require 1 counselor for every 450 students. Pay .41 FTE salary and benefits of the high school counselor, Sherill White, and .43 FTE of the elementary counselor, Jacynda Smith. Action Type: Collaboration Action Type: Equity	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee \$8781.63 Benefits: NSLA (State-281) - Employee \$33872.86 Salaries: <hr/> ACTION BUDGET: \$42654.49
Hire 1 certified School Resource Officer for the district, Bernie Soliz, paid through the Montgomery County Sheriff's Office. Action Type: Equity	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	• Central Office	NSLA (State-281) - Purchased Services: \$20000.00 <hr/> ACTION BUDGET: \$20000
The district has a full time Registered Nurse for 525 students. Pay .25 FTE of the salary and benefits for Karen Elder. This is above the state requirement for a school nurse.	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee \$1908.84 Benefits: NSLA (State-281) - Employee \$6826.00 Salaries: <hr/> ACTION BUDGET: \$8734.84
NSLA funds will be used to purchase Target Testing for the district. Students will take Pre-test, Interim 1, Interim 2, Interim 3, and Post-test to provide practice for spring Benchmark exams and future PARCC web-based assessments. This information will be used for AIPs for individual students and whole group instructional remediation on an interim basis throughout the year. Action Type: Equity Action Type: Technology Inclusion	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$4592.77 <hr/> ACTION BUDGET: \$4592.77
Total Budget:				\$128169.2
Intervention: Provide professional development to improve instruction and increase student achievement.				
Scientific Based Research: Garet, Michael S., Birman, Beatrice F., Andrew, C., Desimone, Laura, Herman, Rebecca, & Yoon, Kwang Suk. "Designing effective professional development: Lessons from the Eisenhower Program." Wasington, D.C.: American Institutes for Research. 1999				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Participants of professional development activities will complete an evaluation form at the conclusion of the session, and complete a professional development survey at the end of each year. This will serve as Program Evaluation for this action. Action Type: Professional Development Action Type: Program Evaluation	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Provide funds for workshop registration, travel, materials, supplies, and equipment to improve instruction and student achievement. Pay Dequeen Mena Educational Cooperative for professional development offered to all faculty members. Action Type: Professional Development	Sharron Carr	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	PD (State-223) - Materials & Supplies: \$2417.00 PD (State-223) - Purchased Services: \$20300.00 <hr/> ACTION BUDGET: \$22717
Professional development activities are aligned and directly related to Arkansas' academic content and performance standards and student assessment, and all other trainings that are required by the state. Action Type: Equity Action Type: Professional Development	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$22717

Priority 2: Administrative support for academic achievement.

1. It has been a trend for the last three years that our combined population has been low in Open response Literary and Practical passages and Style. This will be a main priority for this year.
2. The trends in Math show the areas of Data Analysis and Probability, Measurement, and Open Response are low for our combined population. This will be a main priority for this year.
3. Based on evaluation data, the district should use more technology inclusion in classrooms with emphasis on Mathematics, based on the Arkansas Accountability Report.
4. There is a need for Professional Development training in differentiated instruction and in teaching to all modalities for all educators based on our district TAGG scores in Literacy and Math. The need for increased use of technology by teachers and students is being addressed by the district as well. Program Evaluation for the district Parental Involvement plan shows a need for more awareness of the district website address and information that can be obtained from it.
5. 2012 Growth Report for MOUNT IDA SCHOOL DISTRICT District Overall Literacy Total, Number Meeting Growth, Percent Meeting Growth Combined Population 206 176 85% African American 1 0 0% Hispanic 3 2 67% Caucasian 199 171 86% Economically Disadvantaged 142 119 84% Limited English Proficient 0 0 . Students with Disabilities 23 10 43%
6. 2012 Growth Report for MOUNT IDA SCHOOL DISTRICT District Overall Math Total, Number Meeting Growth, Percent Meeting Growth Combined Population 206 139 67% African American 1 0 0% Hispanic 3 2 67% Caucasian 199 134 67% Economically Disadvantaged 142 92 65% Limited English Proficient 0 0. Students with Disabilities 23 5 22%

Supporting Data:

Goal Students will improve literacy skills with increased writing opportunities and use of technology in all subject areas. Focus will be on TAGG Students with Disabilities and Economically Disadvantaged.

Benchmark Students will meet or exceed AMO in growth or performance in 4-6 grade Literacy. Students will meet or exceed AMO in growth or

performance in 4-6 grade Math. Students will meet or exceed AMO in growth or performance in 7-8 grade Literacy. Students will meet or exceed AMO in growth or performance in 7-8 grade math.

Intervention: Provide opportunities for students to use literacy skills and answer open response questions.				
Scientific Based Research: Buel, Dond, ed. Classroom Strategies for Interactive Learning. 2d. ed., 2000. IRA				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) to learn strategies for improving student literacy skills in all curriculum areas. Curriculum specialists will meet with teachers during conference periods to develop lesson plans. Our district has one MDC trainer on staff. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Teachers will develop lesson plans and assessments to provide opportunities for students to practice writing skills and answer open response questions. Increased scores on the benchmark exams should reflect the extra practice. The TESS evaluation data will be used to monitor this. Action Type: Alignment Action Type: Program Evaluation	Hal Landrith, Principal and Brenda Boardman, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Use target assessments for each subject and grade level to guide remediation and instruction. Data from Target Tests will be used to evaluate effectiveness. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Hal Landrith, Principal, Brenda Boardman, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
K-12 teachers will develop a building-wide method for assessing reading. STAR Literacy test, Accelerated Reader, and DRA assessments (K-3) will be used to monitor student achievement. Data from STAR tests will be used to monitor effectiveness. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Hal Landrith High School Principal, Brenda Boardman, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students who score basic/below basic on state benchmark tests or EOC tests will be remediated during the school day. Time has been scheduled at each grade level to provide additional instruction to students in need of remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Hal Landrith, Principal and Brenda Boardman, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All K-12 students including each sub-group will use available technology to improve achievement and prepare for the state on-line testing. Computer labs in each building are set-up with web-based programs for math and reading. Programs are installed for writing skills. Mobile labs are available to all teachers and students.	Nan Wilson, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion				
Provide annual training for parents who volunteer to assist in instructional programs. Action Type: Parental Engagement	Melissa Austin, Parent Center Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide teachers with 2 hours of Parental Involvement training and administrators with 3 hours of Parental Involvement training annually. Action Type: Parental Engagement	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Mount Ida School District will increase parent, community, and district collaboration and involvement by creating a visual representation of our district's mission statement at half time of the first home football game of the year. District will provide free admission to all students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: To improve school nutrition, promote student health, and reduce childhood obesity.

Supporting Data:

1. Body Mass Index SY 2012-2013: Mount Ida Elementary: Approximately 14.4% of all children measured were in the Overweight category. Approximately 19.2% of all children measured were identified as Obese. Mount Ida High School: Approximately 15.1% of all children measured were in the Overweight category. Approximately 24.7% of all children measured were identified as Obese. Body Mass Index SY 2011-2012: Mount Ida Elementary: 66.07% Underweight or a Healthy weight, exceeding the state average of 61.8% for Under/Healthy weight by 4.37%. 33.93% Overweight or Obese, falling below the state average of 38.3% by 4.37%. Mount Ida High: 67.86% Underweight or Healthy weight, well exceeding the state average of 61.7% by 6.16%. 32.15% Overweight or Obese, falling below the state average of 38.3% by 6.15%. Body Mass Index SY 2010-2011: Elementary: 18 Kindergarten Males - 50.0% and 15 Grade 6 Females - 46.7% were at risk of being overweight or obese. High School: 14 Grade 10 Males - 50.0%, 18 Grade 8 Females - 33.3% were at risk of being overweight or obese. Body Mass Index SY 2009-2010: Elementary: 15 Kindergarten Males-33.3%, 17 Grade 4 Males- 41.2%, 19 Grade 6 Males- 47.4%. 17 Grade 4 Females - 41.2% and 24 Grade 6 Females - 45.8% were at risk of being overweight or obese. High School: 17 Grade 8 Males - 41.2%, 20 Grade 10 Males - 40.0%, 17 Grade 8 Females- 52.9%, were at risk of being overweight or obese. Body Mass Index SY 2008-2009: Elementary: 16 Grade 1 Males- 43.8%, 16 Grade 2 Males- 31.2%, 20 Grade 3 Males- 30.0%, 23 Grade 4 Males- 39.1%, 13 Grade 6 Males- 38.5%, 14 Kindergarten Females- 50.0%, 15 Grade 2 Females- 33.3%, 19 Grade 3 Females- 36.8%, 18 Grade 4 Females- 38.9%, 21 Grade 6 Females- 42.9% were at risk of being overweight or obese. High School: 17 Grade 8 Males- 35.3%, 14 Grade 8 Females- 42.9% 18 Grade 10 Females 66.7% were at risk of being overweight or obese.
2. School Health Index 2011-2012: Overall Score Card Module 1: 92% Module 2: 100% Module 3: 86% Module 4: 71.4% Module 5: 73% Module 6: 86% Module 7: 79% Module 8: 100% School Health Index 2010-2011: Overall Score Card Module 1: 84% Module 2: 87% Module 3: 100% Module 4: 60% Module 5: 96% Module 6: 100% Module 7: 75% Module 8: 100% School Health Index 2009-2010: Overall Score Card Module 1: 84% Module 2: 95% Module 3: 90% Module 4: 83% Module 5: 70% Module 6: 100% Module 7: 66% Module 8: 83% School Health Index 2008-2009: Overall Score Card Module 1: 83% Module 2: 97% Module 3: 69% Module 8: 94%
3. Free and Reduced Price Meal Eligibility SY 2012-2013: District: 65.1% Free and Reduced Price Meal Eligibility SY 2011-2012: District: 65% Free and Reduced Price Meal Eligibility SY 2010-2011: District: 60.2% Free and Reduced Price Meal Eligibility SY 2009-2010: District: 63.1% Free and Reduced Price Meal Eligibility SY 2008-2009: District: 61.1%
4. Montgomery County Unemployment Rate: 2013 - 7.5% 2012 - 8.5% 2011 - 8.3% 2010 - 7.9% 2009 - 6.6% 2008 - 5.5% Median Household Income: 2009 - \$33,402
5. Montgomery County Percent Population in Poverty: 2010- 22.2% (All People) 35.2% (Children ages 0-17) 2009- 20.5% (All People)

34.9% (Children ages 0-17) 1999 - 17.0% (All People) 22.5% (Children ages 0-17) 1989 - 23.8% (All People) 32.1% (Children ages 0-17)

6. Professional development surveys show teachers would like another opportunity for CPR training like was given three years ago.

**Goal** By following the Wellness Policy adopted by the Mount Ida School Board, the District will assist students in decreasing the average BMI on the annual screening and increase collaboration within the school community in supporting positive 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: Administrative support for Wellness				
Scientific Based Research: Institute of Medicine. (2005). Preventing childhood obesity: Health in the balance, (pp. 55-56). Washington, DC: The National Academies Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Mount Ida School District has developed a wellness policy in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the Mount Ida School Board and include the five federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$
The Mount Ida School District will assist in the alignment of the current standards and curriculum frameworks. Professional development will be provide strategies for successful implementation. Action Type: Alignment Action Type: Professional Development	Jeanne Smith, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Wellness Committee as part of the ACSIP Committee will yearly monitor goals and will evaluate the effectiveness of interventions by reviewing data results and other assessments related to wellness. School Health Index Modules will be used to evaluate district and school effectiveness. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Donna Whisenhunt	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>
Intervention: Mount Ida Public Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Centers for Disease Control and Prevention, "Guidelines for School Health Programs to Promote Lifelong Healthy Eating," Morbidity and Mortality Weekly Report 45, no. RR-9 (1996):1-41, available online at: www.cdc.gov/HealthyYouth/nutrition/guidelines. 23. Steven L.Gortmaker, Karen Peterson, Jean Wiecha, Arthur M. Sobol, The Role of Schools in Preventing Childhood Obesity. The State Education Standard 2004; 5(2): 4-12				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>The Mount Ida School District will support the schools in making physical activity and healthy foods widely available in all areas of the campuses and encourage students to make healthy behavior choices outside the school.  Action Type: Equity  Action Type: Wellness</p>	<p>Jeanne Smith,  Superintendent</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The Wellness Committee will assist and observe in the evaluation of the methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students.  Action Type: Collaboration  Action Type: Equity  Action Type: Program Evaluation</p>	<p>Hal Landrith,  Principal</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
Business Representative	Bonnie Carr	Parent Advisory Member	Federal Programs
District-Level Professional	Jeanne Smith	Superintendent	Federal Programs
District-Level Professional	Nan Wilson	Federal Programs Coordinator	ACSIP
District-Level Professional	Sharron Carr	Book Keeper	Federal Programs
Parent	Deena Cole	PTO Officer	ACSIP