

General District Information

Goal 1

Improving Academic Outcomes: Literacy Goal

Design and revise a data informed plan for improving Reading skills in all grades.
The objective is to have a minimum of 38% score at the Ready or above level in Reading district wide

Goal 2

Student Attendance

Reduce absenteeism from 13.5% to 10%

Goal 3, optional

Add goal name here

Goal 4, optional

Add goal name here

Improving Academic Outcomes

There are four sub-sections in Improving Academic Outcomes:

Access to Core (Priority 1.1 to 1.5)
 Supplemental Supports (Priority 1.6 to 1.11)
 Transitions or Extended Opportunities (Priority 1.12 to 1.16)
 Family and Community Engagement (Priority 1.17 to 1.19)

Access to Core

Priority 1.1

Identify High Quality Instructional Materials (HQIM) for core instruction in literacy and math in [Step 1](#) and [Step 2](#).

Step 1

Which HQIM core program are you using?

Step 2

For which grade levels?

Priority 1.2

Identify Professional Learning in [Step 3](#) and [Step 4](#) [ESEA § 2001 to 2104 Title II for supplemental professional learning only]

Step 3

Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?

Step 4

Please list additional professional learning in literacy or math.

K-6 Core Programs

ELA: Word Recognition Programs (Bottom of the Rope)	1	CKLA Core Knowledge	K-2	CKLA Training	CKLA Tech
	2	Heggerty	K-3	Heggerty	DeQueen Mena Educational Service Coop
	3	RISE	K-6	RISE Training/DeQueen Mena Educational Service Coop	DeQueen Mena Educational Service Coop
	4	Wonders	3-6	Wonders Tech	Wonders Tech
ELA: Language Comprehension Programs (Top of the Rope)	1	CKLA Core Knowledge		CKLA Training	CKLA Tech
	2			RISE Training/DeQueen Mena Educational Service Coop	DeQueen Mena Educational Service Coop
	3	Wonders	3-6	Wonders Training	Wonders Tech
Math Programs	1	My Math	K-4	McGraw Hill Training and as needed	DeQueen Mena Educational Service Coop
	2	Envision	5-6	Savaas Training and as needed	DeQueen Mena Educational Service Coop
	3				

7-12 Core Programs

		Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA Core Program	1	MyPerspectives	Middle School ELA	Savvas	Coop care of Bailey Corporation
	2	MyPerspectives	English 9	Savvas	Coop care of Bailey Corporation
	3	MyPerspectives	English 10	Savvas	Coop care of Bailey Corporation
	4	MyPerspectives	English 11	Savvas	Coop care of Bailey Corporation
	5	MyPerspectives	English 12	Savvas	Coop care of Bailey Corporation
Mathematics Program	1	Envision	Middle School Math	Savvas	Coop care of Bailey Corporation

2	Envision	Algebra	Savvas	Coop care of Bailey Corporation
3	Envision	Geometry	Savvas	Coop care of Bailey Corporation

Priority 1.3

Identify High Quality Supplemental Instructional Materials for grades K-12 in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]

	Step 1 Which supplemental programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs K-6	1 IXL	K-6	IXL	IXL Training
	2 Renaissance	1-6	Renaissance	Renaissance Training
	3 Boost CKLA Amplify	K-5	Boost CKLA Amplify	Boost CKLA Amplify Training
	4 MindPlay	K-6	MindPlay	MindPlay Training
	5 Winsor Sunday	K-6	Winsor Sunday & DeQueen Mena Educational Service Coop	Winsor Sunday & DeQueen Mena Educational Service Coop
	6 Saxon	K-3	Saxon	Saxon
Literacy Intervention Programs 7-12	1		Sunday	Coop provided Dyslexia training
	2 Scholastic Reading Assessment	7-12	Scholastic	
	3 iLit45	7-12	Savvas	
Dyslexia Programs K-12	1 Winsor Sunday	K-12	Winsor Sunday & DeQueen Mena Educational Service Coop	Winsor Sunday & DeQueen Mena Educational Service Coop
	2 Barton	K-12	As needed	As needed
	3		As Needed	As Needed
Academic Reading 7-12	1			
	2			
	3			
Mathematics Intervention Programs	1 Renaissance IXL	K-6	Renaissance IXL Training	Renaissance IXL Training
	2 RocketMath(Fluency)	K-6	RocketMath	RocketMath
	3			
	4			
	5			
	6			
ESOL Programs (English Language Development ELD) (if applicable)	1 Winsor Sunday	K-6	Winsor Sunday & DeQueen Mena Educational Service Coop	Winsor Sunday & DeQueen Mena Educational Service Coop
	2			
	3			

Special Education Programs

1	The Autism Helper	K-12
2	Real Life Math	7-12
3	Real Life Literacy	7-12

The Autism Helper	

Priority 1.4

How is the district supporting teachers and building administrators to improve literacy instruction aligned with the Science of Reading (SoR)?

If you will provide, select Yes	
Conducting science of reading walks to determine proficiency and provide feedback	Yes
Collecting data around instructional levers to design professional learning	Yes
Participating in the LETRS for Administrators Online Course	
Additional targeted professional learning provided annually to all staff in SoR	Yes
Analyzing district and school-level data for a cycle of continuous improvement	Yes
Partnering with state-supported coaches to support professional learning and cycles of coaching for grade levels and individual teachers	Yes
Other	

Priority 1.5

What supports will the district provide general education teachers to ensure students with disabilities and English Learners are able to access core instruction?

If you will provide, select Yes	
Access to HQPL that will bolster educator's content knowledge and pedagogy skills in ELA and Math	Yes
Universal Design for Learning (UDL) professional development	Yes
ALL In-Inclusive practices for students with disabilities professional development	Yes
District coaching support on accessibility and appropriate accommodations	Yes
Participating in the ALL In-Inclusive Practices Project	Yes
General Ed teachers participating in ESOL Institute	
Sheltered Instruction Observation Protocol (SIOP) training	
Co-teaching for ELD	
Other	

Supplemental Supports

Priority 1.6

Explain the process the district uses to identify students as at-risk for academic failure or in need of additional services. [ESEA § 1112(b)(1)(B)]

Limit: 1,250 characters, approximately 250 words

Pre-K

We do not have a Pre-K Campus through Mount Ida Schools. Our Pre-K is through the COOP.

K through 2nd

We administer ATLAS with Dyslexia screener. Student data is analysed. Flagged students are identified.
We administer STAR AR Early Literacy and Reading and Math Test in August and after each nine weeks. Student data is analysed. Lowest 20% students are identified.
We administer ATLAS Interims Science, Reading and Math Beginning, and Middle. Student data is analysed. Lowest 20% students are identified.
Students are organized in Intervention groups and receive 35 minutes of Intervention daily.
The lowest 20% from testing and students identified as having Dyslexia characteristics received Windsor Sonday.
An IRI is written.
Progress Monitoring is done through Windsor Sonday, IXL, and CKLA.
If progress is not being made in 9 weeks, we target that student as a "watch student."
If in 18 weeks progress is not made or a decline, then we would determine if Dyslexia or Resource Testing is needed.
For Dyslexia, we administer the CTopp, if 2 of the 3 sections are not successful, we move to administering the KTEA3.
For Dyslexia next step, we administer the KTEA3, if the student scores below in 3 out of the 4 areas. They qualify for Dyslexia characteristics.
If a student has not qualified and we feel more testing is needed, we may administer the GORT.
If the student qualifies for Dyslexia characteristics and through Interventions, No Progress is made and the student is 2 years below grade level, we refer the student to Resource for further evaluation.
Then, Resource follows procedures.

3rd through 6th

New students are administered a Dyslexia screener.
See K-2: The rest is the exact same as K-2.

7th through 8th

A committee compiled from general educators, special educators, counselor, learning coordinator, and building level administrator meet to discuss data. Data includes attendance, achievement data, tier I and II instruction, and mental health services are discussed. We develop a RTI student plan with timeline, data collection, frequency, duration, and intensity.

9th through 12th

A committee compiled from general educators, special educators, counselor, learning coordinator, and building level administrator meet to discuss data. Data includes attendance, achievement data, tier I and II instruction, and mental health services are discussed. We develop a RTI student plan with timeline, data collection, frequency, duration, and intensity. Special educators also require general educators to report by google form on each special education student at midterm of each nine weeks. General educators report on classroom behavior and work habits to monitor student progress.

Priority 1.7

How will the district progress monitor and support identified students? [ESEA 1112(b)(1)]

Limit: 1,250 characters, approximately 250 words

Students are organized in Intervention groups and receive 35 minutes of Intervention daily. The lowest 20% from testing and students identified as having Dyslexia Characteristics receive Windsor Sonday. An IRI is written. Progress Monitoring is done through Windsor Sonday, IXL, CKLA, STAR and Interims. If progress is not being made in 9 weeks, we target that student as a "watch student." If in 18 weeks progress is not made or a decline, then we would determine if Dyslexia or Resource Testing is needed.

Priority 1.8

What accelerated learning opportunities will be offered to students next year?

Elementary Grades

Grades included	K-6 Committee Decision
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	
Grade acceleration (grade skipping)	Yes
Continuous progress	
Magnet schools	
International Baccalaureate Diploma Programme	
N/A	
Other	Yes
Please explain 'Other' here:	
GT Referral and Committee Decision	

Middle Grades

Grades included (enter n/a if no middle school)	N/A
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	
Grade acceleration (grade skipping)	

Continuous progress	
Advanced Placement (AP)	
International Baccalaureate Diploma Programme	
Cambridge Advanced	
Concurrent credit, dual enrollment	
Credit by Demonstrated Mastery	
Career Pathways	
N/A	
Other	

High School

Grades included	7-12
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	
Grade acceleration (grade skipping)	
Continuous progress	
Advanced Placement (AP)	Yes
International Baccalaureate Diploma Programme	
Cambridge Advanced	
Concurrent credit, dual enrollment	Yes
Credit by Demonstrated Mastery	
Career Pathways	Yes
N/A	
Other	

Priority 1.9

What supplemental supports are available to increase access to and success in accelerated learning opportunities? [ESEA § 1112(b)(13)]

	If you will provide, select Yes
College and career readiness test prep	Yes
Accelerated potential identified (AP potential, honors courses, etc.)	Yes
Use of district funds to cover the cost of concurrent credit for low income students	Yes
International Baccalaureate Diploma Programme (IB)	
Summer enrichment/ advanced coursework program	
Before or after-school enrichment/ advanced coursework program	Yes
Mentoring program specific to accelerated learning	

Coordination with institutions of higher education

Career counseling/coaching to identify student interests and skills for Career Pathways

Other

Please explain 'Other' here:

GT Referral and Committe Decision

Yes

Yes

Priority 1.10

Describe supplemental academic services for the following: [ESEA § 1112(b)(1)(c); §1301]

Limit for each: 500 characters, approximately 100 words

ALE

K-6 Students that are Below Grade Level, Discipline or Disruptive Behavior, Mental/Physical Health Problems, and/or Attendance issues that put them at risk are considered for ALE for Core Subjects. Students are re-evaluated each year. 7-12 Students that need credit recovery, behavioral, career or social/emotional support are considered for the ALE program. A committee is established and a meeting is scheduled to discuss and placement in ALE program to help them succeed in their education.

SPED

Special Olympics has been established in our school. A continuum of services from homebound, self-contained, resource, and inclusion in the general education classrooms have been established to ensure least restrictive environment for each individual student.

EL (LIEP), if applicable

Migrant, if applicable

Title I, if applicable

Instructional paraprofessionals are employed in the elementary and high school to aid in instruction.

Priority 1.11

Describe specific supplemental and additional wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1) (E)]

Limit for each: 500 characters, approximately 100 words

ALE

K-6 ALE if a student meets Below Grade Level at Risk, Discipline or Disruptive Behavior at Risk, Mental/Physical Health Problems at Risk, and/or Attendance at Risk. Students are in ALE for Core Subjects of Reading, Math, Science and Social Studies. Students attend Specials(Art, Music, Guidance, Band, and Library), Recess, and Lunch with their peers.
Students in ALE have access to all technology and are State and Local tested along with their peers.
Each year Students are Evaluated for continuation of ALE.
7-12 Alternate place to learn. Students need credit recovery, behavioral, career or social/emotional support and are assessed for these things on an individual basis. Committee meeting is held to place student in an alternate environment to help them succeed in their education.
The parents and students fill out paperwork and meeting is held to place them.

SPED

Real life Math and Literacy for High School Students Special Olympics for physical education.

EL (LIEP), if applicable

Migrant, if applicable

Title I, if applicable

K-12 supplemental resources-IXL, Renaissance K-6 supplemental resources-IXL, Renaissance, MindPlay, Generation Genius, Scholastic, Imagination Library.

Transitions or Extended Opportunities

Priority 1.12

Describe your transition strategies for students. [ESEA § 1112(b)(10) & (13)]

Pre-K to Kindergarten

Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.

Pre-registration activities

Transition conferences

Open House specific to early childhood

Partnering with local childcare programs throughout the year

Kindergarten Readiness Assessment (informal)

Materials and resources for parents

Other

Please explain 'Other' here:

Open House for K-6

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

Yes

Transition between elementary to middle school

End of the year tour of middle school/junior high

If you will provide, select Yes

Yes

Meet and greet with new middle school principal and staff

Yes

Orientation/Registration activities for transition students

Yes

Transition conferences

Yes

Jump Start summer program

Providing clubs or activities to engage students

Yes

Materials and training to help families improve their children's achievement

Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.

Yes

Open House

Yes

Other

Yes

Please explain 'Other' here:

Our 7-12 is the same building.

Transition between middle to high school

If you will provide, select Yes

End of the year tour of high school

Yes

Meet and greet with high school principal and staff

Yes

Orientation/Registration activities

Yes

Transition conferences

Yes

Open house

Yes

Jump Start summer program

CAPS/Student Success Planning

Yes

Providing clubs or activities to engage students

Partnership for concurrent credits

Career Coach; Internship and real-world project opportunities to students

Concurrent courses offered in conjunction with colleges and universities

Yes

Other

High school to post-secondary, military, and/or career

If you will provide, select Yes

Developing partnerships with with local industry leaders

Developing partnerships with specific colleges and universities for college tours

Yes

Resources and assistance completing the FAFSA info, scholarships, etc.

Yes

Connecting students with scholarships

Yes

Developing partnerships with local career centers, business, and industry organizations

Yes

Hosting or participating in job and career fairs

Yes

Providing students with access to information/resources regarding military service and military recruiters

Yes

Providing students with access to information/resources regarding career training and certifications.

Career Coaches and Internship opportunities

Other

Priority 1.13

How will the district implement Student Success Plans for students in grades 8-12?

Limit: 1,250 characters, approximately 250 words

Mount Ida schools uses the Success Ready Pathway Guide which outlines each pathway course sequence to fulfill the requirement of the student success plans. All Mount Ida students in grades 8-12 have a success plan. The students will continually work on a pathway with the support from the campus counselor and their class advisors. The students will use inventories (such as Kuder) and other College and Career Tools (Work Keys, etc.) to help guide them throughout their plans. The counselor will meet with students and parents together at least once a year and discuss/update the Student Success Plans and obtain signatures from all participants (including the guardian). Students are offered dual credited classes through UARM and Virtual Arkansas college systems during the school year and in the summer months if they choose to attend college classes through Virtual Arkansas. Mount Ida students take 4 trips annually to visit colleges. Currently Mount Ida offers 5-12 pathways and will be adding two more in the 2025-2026 school year (automotive mechanics, and banking). All these opportunities assist the student in continuing their college and career pathway and are included in each student's success plan.

Priority 1.14

What early childhood access and opportunities does your district provide for your community to ensure kindergarten readiness?

[ESEA § 1113(c)(5)]

	If you will provide, select Yes
School-operated Title I Preschool	
District-operated Title I Preschool	
Coordinating w/other Preschool Programs	Yes
Organize joint transition with related training between childcare providers and kindergarten teachers	Yes
Communication with families about the transition plan and the expected experience for children and their families	Yes
Family engagement activities to provide opportunities to involve families as volunteers, advocates, and decision-makers in school-related and district-related activities and throughout the transition process	
Transition services from early childhood programs to elementary programs	Yes
Other	

Priority 1.15

What additional services does the district provide to early childhood at-risk subgroups? [ESEA § 1113(c)(5) & ESEA § 1304(c)(4)]

	Economically Disadvantaged	SPED	EL	Migrant
	If you will provide, select Yes	If you will provide, select Yes	If you will provide, select Yes	If you will provide, select Yes
Early literacy activities, materials, and resources	Yes	Yes	Yes	Yes
Numeracy activities, materials, and resources				

Summer instructional services and materials				
Home visits/home instruction				
Enrollment verification and placement profiles	Yes	Yes	Yes	Yes
Referrals to early childhood programs, home visiting programs, wrap-around services (ie. Head Start, Arkansas Better Chance including home visiting, and community based preschool)	Yes	Yes	Yes	Yes
Coordinate with parents and pre-k service providers to ensure pre-k students are served	Yes	Yes	Yes	Yes
Other				

Priority 1.16

For the 2024-25 school year, districts are required to offer at least one success-ready pathway aligned to the high-wage and high-growth requirement. Which success-ready pathway(s) will your district offer that aligns to these requirements? [ESEA § 1112(b)(12)]

	If you will provide, select Yes
Accounting	Yes
Advanced Manufacturing	
Agriculture Power	Yes
Animal Systems	Yes
Automotive Service Technology	
Banking	
Business Finance	
Computer Science - Programming	
Computer Science - Networking	
Construction	
Criminal Justice	
Management	
Nursing Services	
Plant Systems	
Pre-Educator	Yes
Pre-Engineering	
Retail Management	
Welding	

Family and Community Engagement

Priority 1.17

What actions and activities does the district provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304 (c)(3)]

If you will provide, select Yes

Instruct educators in the value and utility of contributions of families and to work with families as equal partners	Yes
Coordinate and integrate family involvement programs and activities with other Federal, State, and local program	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand (e.g. bilingual books, flyers, materials)	Yes
An advisory committee for education includes parents, educators, and other community members and meets at least annually	Yes
Home visits (e.g. Home-based learning/instructional parent activities)	
Health screening and service referrals and other health-related resources (e.g. immunization information, Medicaid eligibility, nutrition and physical activity information)	Yes
Family resource centers	Yes
Other	Yes
Please explain 'Other' here: Family and Community Engagement Nights	

Priority 1.18

Select which of the following methods the district uses to collaborate and engage with families, the community, and stakeholders to provide information to parents regarding academic opportunities for students.

	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc. For example: conferences in schools during which the school-parent compact is discussed, or family literacy nights.	Yes
Materials and training to help families work with their children to improve their children's achievement	Yes
Parent nights (e.g. math/literacy/college financial aid nights)	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand	Yes
Provide conferences at times convenient for parents	Yes
Involve parent & community members (outside of those working in the district) to serve on academic planning teams	Yes
Families and community members are provided with information regarding gifted programs and services	Yes
Parent training on high school graduation requirements, credit recovery, & post-secondary opportunities	Yes
The LEA provides Child Find notification and information to the local community in accordance with the Individuals with Disabilities Education Act.	Yes
Other	

Priority 1.19

Which of these collaborative partnerships with outside organizations does the district engage in to provide academic enrichment activities, tutoring, behavior support, health/social services, family engagement, and career/postsecondary opportunities for students and their families outside of school?

If you will provide, select Yes

College & Universities	Yes
Non-profit organizations	Yes
Art or Science Museums	
City Chamber of Commerce	Yes
Local Business	Yes
Governmental Agencies	Yes
Boys and Girls Club	
Activity and Wellness Center	
Community Schools	
Churches & Religious organizations	Yes
Career Centers	
Joint Use Agreements	
Other	Yes

Please explain 'Other' here:

Extension Agency, Experience Counseling,

Safe and Healthy Schools

Priority 2.2

What is the district's plan to provide access to mental health services?

If you will provide, select Yes

Partner with a school-based mental health agency

Yes

School employed licensed mental health professional

Additional school counselor

Additional personnel in the areas of psychology, behavior support, or social work

Evidence-based professional development that is specific to mental health or behavior

Yes

Other

Priority 2.3

What process and data does the district use, by grade band, to identify students as at-risk or in need of additional services beyond academic services (mental health, attendance, behavior, etc.)?

Limit for each: 500 characters, approximately 100 words

Pre-K

All Pre-K services are administered through Dequeen/Mena Educational Cooperative and HeadStart Program.

K through 2nd

Counseling Referrals or appointments are made to our school counselor for small needs.
Mental Health Referrals are made to our Outside Counseling (Experienced Counselors).
Attendance is recorded daily. Students not at school who have not made contact are called to inquire why students are not at school.
Attendance letters are sent home 2 or more times a semester.
Behavior Strategies are used for students exhibiting habitual behavior needs; if not working referral to LEA for behavioral help.

3rd through 5th

Counseling Referrals or appointments are made to our school counselor for small needs.
Mental Health Referrals are made to our Outside Counseling (Experienced Counselors).
Attendance is recorded daily. Students not at school who have not made contact are called to inquire why students are not at school.
Attendance letters are sent home 2 or more times a semester.
Behavior Strategies are used for students exhibiting habitual behavior needs; if not working referral to LEA for behavioral help.

6th through 8th

Counseling Referral or appointments are made to our school counselor.
Mental Health/Tramatic/Behavior Referrals are made to our Outside Counseling (Experienced Counselors).
Students with excessive absences are notified.
Attendance letters are sent home 2 or more times a semester.
Behavior Strategies are used for students exhibiting habitual behavior needs; if not working referral to LEA for behavioral help.

9th through 12th

Counseling Referral or appointments are made to our school counselor.
Mental Health/Tramatic/Behavior Referrals are made to our Outside Counseling (Experienced Counselors). Students not at school who have not made contact are called to inquire why students are not at school.
Attendance letters are sent home 2 or more times a semester.
Behavior Strategies are used for students exhibiting habitual behavior needs; if not working referral to LEA for behavioral help.

Priority 2.4

How does the district progress monitor and support the students identified by the processes in the previous question?

Select if Yes

The district has implemented a schoolwide behavior intervention program.

The district ensures Youth Mental Health awareness training annually.

The district monitors behavior referrals through an online system utilized by district staff to report information to school leadership.

School leadership determines the follow up necessary for students (i.e. counselor, ISS, OSS, general discipline, parent notification) for referrals made to the school counselor, the counselor may determine a referral for mental health counseling is necessary.

Other:

Yes

Yes

Priority 2.5

What efforts does the district take to reduce the overuse of discipline practices that remove students from the classroom? [ESEA § 1112(b)(11)]

If you will provide, select Yes

In-school suspension classes with assignments and computer-based instruction

Yes

Implementing Character Education Learning programs

Yes

Organized systematic mentoring program for specific students

Yes

Implementing school wide positive behavior support system including process for student identification and referral

Yes

Behavioral contracts and interventions

Yes

Additional counseling services

Yes

Coordinated services with other county services

Staff development in for behavioral support strategies for the classroom

Other

Quality Educational Workforce

Priority 3.1

Upon analysis of your district's educator workforce and student outcomes, what grade levels, subject areas, or programs has your district identified as a priority for needing highly effective teachers?

Limit: 1,250 characters, approximately 250 words

Our district has identified Career Technical Education (CTE) programs as being identified for highly effective teachers. Current programs have been identified. Accounting program is in the process of being added as a CTE pathway.

Priority 3.2

Upon analysis of your district's educator workforce and student outcomes, what subgroups has your district identified as a priority for needing highly effective teachers? Select the two groups that are your district's top priorities. [ESEA § 1112(b)(2)]

If a priority, select Yes

Economically disadvantaged

Yes

IDEA (Special Education)

Minorities

English Learners

Students scoring in the lowest quartile in Math, Science, Literacy

Yes

Persistently low-performing in literacy

Accelerated Learners

Other

Priority 3.3

How does the district address any disparities that result in the above groups being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [ESEA § 1112(b)(2)]

If a strategy, select Yes

Annual review of teacher qualifications and assignments to identify disparities

Yes

Annual review of student subgroups and assignments to identify disparities

Yes

Make staffing changes or reassign as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)

Yes

Purchase services for additional PD or coaching to support teaching and learning

Yes

Teacher mentor programs, high-need stipends, etc.

Yes

Other

Priority 3.4

What is the district's plan for teacher retention and recruitment? [ESEA § 2103(b)(3)(B)]

	If offered, select Yes
Teacher support personnel (e.g. Instructional Facilitator, Mentor Coordinator, PD Coordinator)	Yes
Teacher mentor program	Yes
Teacher incentive recruitment bonuses	Yes
Teacher stipends (in high-need areas)	
Job fairs or career fairs	
Tuition reimbursement	
Pre-Educator Programs	Yes
Registered Apprentice	
Lead/Master Teacher	Yes
Matching funding for apprenticeship program for journeyman/mentoring	
Other	

Priority 3.5

What additional support does the district provide to educators who are unlicensed or teaching outside their area of expertise?

	If offered, select Yes
Professional learning	Yes
Mentorship	Yes
Coaching	Yes
Licensure assessment preparation	Yes
Opportunities for peer observation	
Other	

Priority 3.6

What additional compensation will the district offer for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally? [ESEA § 2103(b)]

	If you will offer, select Yes
Additional compensation costs for mentors/teacher leaders participating in an induction program, particularly in economically disadvantaged schools with high percentages of ineffective teachers and high percentages of students who do not meet the State Academic Standards	
Retention bonuses	Yes
Teacher pipeline initiatives, including Grow Your Own programs.	
Assisting current teachers and other school staff in earning initial or additional certification in shortage areas	

Teacher leader and teacher advancement opportunities, including serving as instructional coaches and teacher leadership	Yes	
Create incentives for effective educators to teach in high-need schools and ongoing incentives for such educators to remain and grow in such schools		
Differential pay and incentive pay for a subset of educators in high-need schools or high-need academic subject areas and specialty areas, e.g. serving English learners and children with disabilities, which may include performance-based compensation systems		

State Programs

There are five sub-sections in State Programs:
Alternative Learning Environments (ALE)
English Language Learners (ELL)
Gifted and Talented
School Health
Enhanced Student Achievement (ESA)

Acknowledgement

The district acknowledges the Special Needs Funding rules that governs ALE, ELL, and ESA programs.

Verify by selecting Yes

Yes

Alternative Learning Environments

Who needs to complete this section?

Every district with an ALE program.

1.1 ALE Programs

Please complete a row in the table below for each ALE program in your district.

[illegible]

11

12

English Language Learners

Who needs to complete this section?
Every district with English Language Learners.

1.2 English Language Personnel

What is the total unduplicated count of personnel paid from local and state funds who are providing direct instruction through a Language Instruction Education Program (LIEP)? *Please note that this is NOT the same as FTE.*

Licensed Educators WITH English as a Second Language (ESL) Endorsement	0.00
Licensed Educators with NO ESL Endorsement	
Educators without a License (paraprofessionals, waivers, etc.)	
Total personnel paid from local and state funds providing LIEP services	0

Gifted & Talented

Who needs to complete this section?
All districts

1.3 Gifted & Talented Assurances

Verify by selecting Yes

The district acknowledges the rules and regulations that are required for Gifted and Talented programs in the state.

Yes

Verify by selecting Yes

The district adheres to all requirements related to the process for identifying students in need of gifted services, in accordance with GT Program Approval Standards/Rules listed below:

Yes

The process for identifying students has several stages.

1. Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.
2. A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.
3. The identification process yields information obtained through a variety of procedures and from multiple independent sources. (Identification procedures include the use of at least two objective and two subjective measures, one of which must assess creativity.)
4. Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.
5. Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
6. Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.
7. Written identification and placement procedures include parental involvement. Identification procedures include a process by which parents are informed of placement decisions, give permission for their child to participate, and have the opportunity to appeal a decision with which they disagree.
8. Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.

1.4 Gifted & Talented Program Evaluation Summary

Provide the required summary of the annual GT program evaluation findings from the 2023-2024 school year.

Limit: 1,250 characters, approximately 250 words

All aspects of the Mount Lake Schools Gifted and Talented Program were evaluated by the stakeholders. The majority felt informed about the GT services offered to the students. Teachers stated that they felt there was adequate communication from the GT teacher concerning activities, projects, and events happening in the GT resource classroom. Teachers and parents felt informed about the identification tools and the process used when testing students for possible placement in the GT program. After conducting the newly placed GT parent meeting, the parents stated that they felt informed of the GT program goals and objectives and what the GT curriculum entails, but stated they would like to be privy to a year-long calendar of events at the beginning of the year. Most stakeholders felt that the GT program prepares students to have greater success at higher levels of their education; felt that the students are challenged by the curriculum and enrichment activities within the GT program; felt that the program options develop critical and creative thinking skills; and felt that the GT program provides opportunities for the students to grow academically, creatively, and emotionally. Students stated that they would like more time in the GT resource classroom; would like a set schedule of activities throughout the week, and would like more time for competition practice. Some teachers asked for suggestions on how to accommodate the GT students in their regular classrooms and asked for enrichment activities for use in their regular classrooms. One teacher suggested professional development in the area of differentiation for the new teachers. Parents and teachers felt that the students benefit from the GT program. Parents stated that the time spent in the GT classroom and attending the GT activities and field trips is time well spent and is not detrimental to the education of their child, even though they are missing time from their regular classroom. Students stated they enjoy their time participating in the GT program. Teachers stated that they felt the students really enjoy the GT program and all its opportunities.

1.5 Gifted & Talented Services

Enter the number of minutes each week that students receive services through each program option that you are utilizing in your district.

Number of minutes each week by grade												
Program Option	K	1	2	3	4	5	6	7	8	9	10	11 12

Cluster grouping															
Consultant teacher															
Course content															
Whole group enrichment	30	30	30												
Acceleration of content and/or grade level															
Resource room					175	175	150	150	75	75	75	25	25	25	
Resource center															
Self - contained classroom															
Honors and advanced classes									235	470	235	235	235	235	
Pre-AP															
Advanced Placement (AP)												235	4,700	4,700	
International Baccalaureate (IB)															
Special classes/ seminars															
Special school															
School within a school															
Mentorship															
Concurrent credit											2,820	2,820	3,760	3,995	

Health and Wellness

Who needs to complete this section?

All districts

1.6 Health and Wellness Assurances

[The district acknowledges the rules and regulations that are required to meet the health and wellness requirements in the state.](#)

Ensure that the district wellness policy is in compliance with the state and federal mandates.

Ensure that the LEA will coordinate with child nutrition personnel to ensure all menus, districtwide, are reviewed quarterly by the district wellness committee.

Ensure that the LEA has implemented space within each campus to accommodate breastfeeding mothers.

[Ensure that the LEA has completed the School Health Index assessment process a for each campus within the LEA. Please submit a form for each school and SRI reference number at the following link: <https://www.gis.Cook.edu/forNMBB-6138>](#)

The LEA assumes all responsibilities related to Medicaid reimbursement claimed on behalf of the district for direct service claims.

Verify by selecting Yes

Yes

Yes

Yes

Yes

Yes

Yes

1.7 Analysis of School Health Index Assessments

What priorities will the district address upon analysis of the School Health Index Assessments in the following categories?

Limit for each: 1,250 characters, approximately 250 words

Nutrition

What nutrition strategies does the district plan to implement?

If you will offer, select which grade bands the strategy applies to:

Both

Both

Both

Both

Elementary

Both

Both

Both

Both

Elementary

Please describe any additional nutrition strategies with grade bands that the district plans to implement:

B- Offer a second main line option at lunch.

B- Add signage for enhancing student interest and knowledge in choosing different option in the serving line.

B- Continue with responsiveness with long shelf life items in case of an emergency.

B- Continue all trainings.

E- Continue Farm to You Activities at the Elementary.

Physical Education and Activity

What physical education and activity strategies does the district plan to implement?

Limit for each: 1,250 characters, approximately 250 words

If you will offer, select which grade bands the strategy applies to:

Both

Both

Both

Both

Elementary

Both

Both

Both

Both

Elementary

Both

Both

Both

Both

Elementary

Implement a sequential physical education curriculum consistent with standards.	
Improve information and materials for physical education teachers.	
Improve physical education class to keep students moderately to vigorously active for at least 50% of the time.	
Implement a health-related physical fitness component in physical education class (i.e. Presidential Youth Fitness Program).	
Implement physical education content licensed teachers in all physical education classes, districtwide.	Both
Improve access to quality professional development for physical education teachers.	Both
Implement classroom teacher professional development related to promoting and integrating physical activity in the classroom.	Middle School/High School
Implement and promote opportunities for all students to participate in school-sponsored or community-based intramural programs or physical activity clubs.	Both

Please describe any additional physical education and activity strategies with grade bands that the district plans to implement:

E-Research Intramural Basketball Program.
E-Research Pad on the Elementary gym wall and replace the goal pads as needed.
H-Research a walking track around the football field for afterschool and community use.
H-Encourage the use of fitness into classroom activities for a brain break.

Physical and Built Environment

What physical and built environment strategies does the district plan to implement?

Limit for each: 1,250 characters, approximately 250 words

	If you will offer, select which grade bands the strategy applies to:
Implement access to indoor and/or outdoor recreational facilities to students, their families, and the community outside of school hours.	Middle School/High School
Implement access to free drinking water at no cost to students throughout the school day.	
Promote student participation in a variety of community-based physical activity options.	
Promote or support walking and bicycling to and/or from school.	
Implement opportunities for all students to participate in before- and after-school physical activity opportunities.	Both

Please describe any additional physical and built environment strategies with grade bands that the district plans to implement:

E-Research Intramural Basketball Program.
H-Research a walking track around the football field for afterschool and community use.

Enhanced Student Achievement (ESA)

Who needs to complete this section?

All districts who receive ESA funding. ESA funding shall be expended for eligible programs that are aligned to the needs assessment to increase student achievement, reduce gaps, or create conditions to support student learning tied to outcomes.

1.8 ESA

Does the school district intend to transfer ESA funds to other programs?	Please select Yes or No
	Yes
Identify how the district will use ESA funding:	
Teacher compensation above the minimum requirements	No
Hiring of additional teachers for core academic subject areas not required by Standards for Accreditation	Yes
Enhancement of teacher salaries for recruitment, retention, or additional leadership roles supporting student achievement	Yes
Academic supports and interventions	Yes
Behavioral supports	No
Physical and mental health resources	No
Early intervention resources: pre-K, high-dosage tutoring, early literacy interventions	No
Access to post-secondary or acceleration opportunities	Yes
	Verify by selecting Yes
Districts are required to set goals for ESA funding. Do the goals on the District tab of this workbook align with ESA funding expenditures?	Yes