



Source of Funds Report

**MOUNTAIN VIEW HIGH SCHOOL
210 HIGH SCHOOL DR, MOUNTAIN VIEW, AR 72560**

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

Total Amount Reported: \$43517

Generated on September 17, 2014

Source of Funds: NSLA (State-281) - Capital Outlay -- \$0
There is no data for the Source of Funds type "NSLA (State-281) - Capital Outlay".
Source of Funds: NSLA (State-281) - Employee Benefits -- \$7969

Priority 1: Literacy
Goal: To improve reading comprehension and content writing across the curriculum with an emphasis being placed on Content passages.

Priority 2: Mathematics
Goal: To increase Time-On-Task in Mathematics
Source of Funds: NSLA (State-281) - Employee Salaries -- \$22848

Priority 1: Literacy
Goal: To improve reading comprehension and content writing across the curriculum with an emphasis being placed on Content passages.

Priority 2: Mathematics
Goal: To increase Time-On-Task in Mathematics
Source of Funds: NSLA (State-281) - Materials & Supplies -- \$10000

Priority 1: Literacy
Goal: To improve reading comprehension and content writing across the curriculum with an emphasis being placed on Content passages.

Priority 2: Mathematics
Goal: To increase Time-On-Task in Mathematics
Source of Funds: NSLA (State-281) - Other Objects -- \$0
There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$2700
Priority 1: Literacy
Goal: To improve reading comprehension and content writing across the curriculum with an emphasis being placed on Content passages.

Source of Funds: NSLA (State-281) - Capital Outlay -- \$0
There is no data for the Source of Funds "NSLA (State-281) - Capital Outlay".

Source of Funds: NSLA (State-281) - Employee Benefits -- \$7969
Priority 1: Literacy
Supporting 1. A comprehensive review of results for ITBS exams, 11th Grade Literacy EOC

Data: exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View High School, grades 9-12, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items are in the strands of Reading Literary Passage in which 77.67% of possible points were earned. On open response items, the lowest average strand areas for the combined population were in the Reading Practical Passage strand (10.73 out of 16 points possible or 67.08% of possible points earned), the Writing Content Domain (13.13 out of 16 points possible or 82.08% of possible points earned), and the Writing Style Domain (13.20 out of 16 points possible or 82.50% of possible points earned).

2. According to the 2013 state report card for Mountain View High School, students who took the ACT exam had an average score of 21.17 in English and 22.20 in Reading.
3. According to the 2014 ESEA Accountability Report for Mountain View High School, the graduation rate was 97.56%.

Goal To improve reading comprehension and content writing across the curriculum with an emphasis being placed on Content passages.

Benchmark Mountain View High School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 76.62% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 78.57% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 80.52% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 82.47% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 84.41% of all students to score at or above proficiency. In 2010-11, 70.73% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 73.17% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 75.61% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 78.05% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 80.49% of students in the TAG Group to score at or above proficiency.

Intervention: Align literacy curriculum with the Arkansas Frameworks				
Scientific Based Research: Jacobs, Heidi Hayes. "Mapping the Big Picture", pp 1-9 of reprint. Association for Supervision and Curriculum Development, 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be available for after school tutoring. Certified tutors are paid \$30.00/hour. This will be available for all students. The computer lab will be available for students to do research. The tutors will monitor this process. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type:	Kim Cruce, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	NSLA (State-281) - \$1,980.00 Employee Benefits: <hr/> ACTION BUDGET: \$1,980.00

Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				\$1,980.00

Priority 2: Mathematics

Supporting Data:

1. A comprehensive review of results for ITBS exams, Algebra I EOC exams, Geometry EOC exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View High School, grades 9-12, was conducted. Data analysis reveals that the lowest average strand score for the Algebra I EOC for multiple choice questions was in the Linear Functions strand with 59.33% of possible points earned. The lowest average strand score on the Algebra I EOC for open response questions was in the Non-Linear Functions strand (1.87 out of eight possible points earned or 23.33% of possible points earned). The lowest average strand score for the Geometry EOC for multiple choice questions was in the Coordinate Geometry and Transformations strand with 70.33% of possible points earned. The lowest average strand score on the Geometry EOC for open response questions was in the Triangles strand (1.87 out of eight possible points earned or 23.33 % of possible points earned).
2. According to the 2013 state report card for Mountain View High School, students who took the ACT had an average ACT Math score of 20.53.
3. According to the 2014 ESEA Accountability Report for Mountain View High School, the graduation rate was 97.56%.

Goal To increase Time-On-Task in Mathematics

Benchmark

Mountain View High School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 79.08% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 80.82% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 82.57% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 84.31% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 86.05% of all students to score at or above proficiency. In 2010-11, 72.15% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 74.47% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 76.69% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year is for at least 79.11% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 81.43% of students in the TAG Group to score at or above proficiency.

Intervention: Provide additional instructional time and student evaluations for students who are below the proficient level in mathematics.				
Scientific Based Research: Squires, D., Improving Classes and Schools: What's Important? Educational Leadership; v 39 n 3 pp 174-179 1981				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to employ Cheryl Turner as a Highly Qualified aide (1.00 FTE) to enhance and support student achievement in math and literacy. Action Type: Alignment	Kim Cruce, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	NSLA (State-281) - Employee Benefits: \$5,989.00 <hr/> ACTION BUDGET: \$5,989.00
Total Budget:				\$5,989.00

Source of Funds: NSLA (State-281) - Employee Salaries -- \$22848

Priority 1: Literacy

Supporting Data:

1. A comprehensive review of results for ITBS exams, 11th Grade Literacy EOC exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View High School, grades 9-12, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items are in the strands of Reading Literary Passage in which 77.67% of possible points were earned. On open response items, the lowest average strand areas for the combined population were in the Reading Practical Passage strand (10.73 out of 16 points possible or 67.08% of possible points earned), the Writing Content Domain (13.13 out of 16 points possible or 82.08% of possible points earned), and the Writing Style Domain (13.20 out of 16 points possible or 82.50% of possible points earned).
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Goal

To improve reading comprehension and content writing across the curriculum with an emphasis being placed on Content passages.

Benchmark

Mountain View High School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 76.62% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 78.57% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 80.52% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 82.47% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 84.41% of all students to score at or above proficiency. In 2010-11, 70.73% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 73.17% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 75.61% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 78.05% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 80.49% of students in the TAG Group to score at or above proficiency.

Intervention: Align literacy curriculum with the Arkansas Frameworks				
Scientific Based Research: Jacobs, Heidi Hayes. "Mapping the Big Picture", pp 1-9 of reprint. Association for Supervision and Curriculum Development, 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be available for after school tutoring. Certified tutors are paid \$30.00/hour. This will be available for all students. The computer lab will be available for students to do research. The tutors will monitor this process. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Kim Cruce, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	NSLA (State-281) - Employee Salaries: \$7,300.00 <hr/> ACTION BUDGET: \$7,300.00

Action Type: Parental Engagement				
Action Type: Technology Inclusion				
Action Type: Title I Schoolwide				
Total Budget:				\$7,300.00

Priority 2: Mathematics

- Supporting Data:
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Goal To increase Time-On-Task in Mathematics

Benchmark Mountain View High School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 79.08% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 80.82% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 82.57% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 84.31% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 86.05% of all students to score at or above proficiency. In 2010-11, 72.15% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 74.47% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 76.69% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year is for at least 79.11% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 81.43% of students in the TAG Group to score at or above proficiency.

Intervention: Provide additional instructional time and student evaluations for students who are below the proficient level in mathematics.

Scientific Based Research: Squires, D., Improving Classes and Schools: What's Important? Educational Leadership; v 39 n 3 pp 174-179 1981

Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to employ Cheryl Turner as a Highly Qualified aide (1.00 FTE) to enhance and support student achievement in math and literacy.	Kim Cruce, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	NSLA (State-281) - Employee Salaries: \$15,548.00 <hr/> ACTION \$15,548.00

Action Type: Alignment				BUDGET:
Total Budget:				\$15,548.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$10000

Priority 1: Literacy

- Supporting Data:
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Intervention: Align literacy curriculum with the Arkansas Frameworks				
Scientific Based Research: Jacobs, Heidi Hayes. "Mapping the Big Picture", pp 1-9 of reprint. Association for Supervision and Curriculum Development, 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA Funds will be available for materials and supplies as needed to target literacy. These materials and supplies will include but not limited to, supplemental computer programs, computer labs, computer carts, desk top computers.	Kim Cruce, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - Materials & Supplies: \$5,000.00 <hr/> ACTION BUDGET: \$5,000.00

switches, software, supplemental instructional supplies, supplemental testing materials, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide				
Total Budget:				\$5,000.00

Priority 2: Mathematics

Supporting Data:

1. A comprehensive review of results for ITBS exams, Algebra I EOC exams, Geometry EOC exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View High School, grades 9-12, was conducted. Data analysis reveals that the lowest average strand score for the Algebra I EOC for multiple choice questions was in the Linear Functions strand with 59.33% of possible points earned. The lowest average strand score on the Algebra I EOC for open response questions was in the Non-Linear Functions strand (1.87 out of eight possible points earned or 23.33% of possible points earned). The lowest average strand score for the Geometry EOC for multiple choice questions was in the Coordinate Geometry and Transformations strand with 70.33% of possible points earned. The lowest average strand score on the Geometry EOC for open response questions was in the Triangles strand (1.87 out of eight possible points earned or 23.33 % of possible points earned).
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Goal To increase Time-On-Task in Mathematics

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Intervention: Provide additional instructional time and student evaluations for students who are below the proficient level in mathematics.

Scientific Based Research: Squires, D., Improving Classes and Schools: What's Important?

Educational Leadership; v 39 n 3 pp 174-179 1981				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA Funds will be available for materials and supplies as needed to target math. These materials and supplies will include but not limited to, supplemental computer programs, computer labs, computer carts, software, supplemental instructional supplies, supplemental testing materials, math manipulatives, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials. Action Type: Alignment Action Type: Collaboration	Kim Cruce, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$5,000.00 <hr/> ACTION BUDGET: \$5,000.00
Total Budget:				\$5,000.00

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$2700

Priority 1: Literacy

- Supporting Data:
1. A comprehensive review of results for ITBS exams, 11th Grade Literacy EOC exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View High School, grades 9-12, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items are in the strands of Reading Literary Passage in which 77.67% of possible points were earned. On open response items, the lowest average strand areas for the combined population were in the Reading Practical Passage strand (10.73 out of 16 points possible or 67.08% of possible points earned), the Writing Content Domain (13.13 out of 16 points possible or 82.08% of possible points earned), and the Writing Style Domain (13.20 out of 16 points possible or 82.50% of possible points earned).
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Goal To improve reading comprehension and content writing across the curriculum with an emphasis being placed on Content passages.

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Intervention: Align literacy curriculum with the Arkansas Frameworks				
Scientific Based Research: Jacobs, Heidi Hayes. "Mapping the Big Picture", pp 1-9 of reprint. Association for Supervision and Curriculum Development, 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA Funds will be used to purchase GED Assessment Pack Computerized Programs for ALE will be purchased to assist MVHS with remediation, ACT preparatory, EOC preparatory, open response and across the curriculum student mastery. Action Type: Alignment Action Type: Collaboration Action Type: SIF 1003(a) 10-11	Kim Cruce, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	NSLA (State-281) - Purchased Services: \$2,700.00 <hr/> ACTION BUDGET: \$2,700.00
Total Budget:				\$2,700.00