



# Source of Funds Report

## MOUNTAIN VIEW MIDDLE SCH

### 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: \$113084**

**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 -- \$23463

**Priority 1:** Literacy

**Goal:** Students will improve in Reading Comprehension.  
**Goal:** To Improve Writing Skills Across the Curriculum with emphasis in Literary passages and Content passages.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$80121

**Priority 1:** Literacy

**Goal:** Students will improve in Reading Comprehension.  
**Goal:** To Improve Writing Skills Across the Curriculum with emphasis in Literary passages and Content passages.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$9500

**Priority 1:** Literacy

**Goal:** Students will improve in Reading Comprehension.  
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 -- \$0  
There is no data for the Source of Funds type "NSLA (State-281) - Purchased Services".

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

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### Source of Funds: NSLA (State-281) - Employee Benefits -- \$23463

Priority 1: Literacy

Supporting Data:

1. A comprehensive review of results for the literacy portions of the Arkansas Augmented Benchmark Exams, ITBS exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View Middle School, grades 5-8, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items is in the strands of Writing in which 64.50% 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 (5.51 out of 8 possible points earned or 68.88% of possible points were earned), the Writing Content

Domain (6.36 out of 8 possible points earned or 79.50% of possible points were earned), and the Writing Style Domain (6.38 out of 8 possible points earned or 79.75% of possible points were earned).

- According to the 2014 ESEA Accountability Report for Mountain View Middle School, the attendance rate was 96.40%.

**Goal** Students will improve in Reading Comprehension.  
 Mountain View Middle School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 86.48% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 87.61% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 88.73% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 89.86% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 90.99% of all students to score at or above proficiency.

**Benchmark** In 2010-11, 81.25% 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 82.81% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year is for at least 84.38% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 85.94% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 87.50% of students in the TAG Group to score at or above proficiency.

Intervention: Curriculum alignment to the Arkansas Frameworks in Language Arts				
Scientific Based Research: Jacobs, H., (1990) pp 1-9 of reprint Mapping the Big Picture:ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Mtn. View Middle School will employ Justin Reading, a highly qualified instructional Special Education aide. Action Type: Collaboration	Robert Ross, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$6,572.00 <hr/> ACTION BUDGET: \$6,572.00
NSLA funds will be used to reduce class size in grade 5, where numbers permit, to facilitate effective reading instruction. NSLA funds will employ Brenda Jones as a full time teachers for grade 5. Action Type: Alignment	Robert Ross, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Employee Benefits: \$13,151.00 <hr/> ACTION BUDGET: \$13,151.00
<b>Total Budget:</b>				<b>\$19,723.00</b>

**Goal** To Improve Writing Skills Across the Curriculum with emphasis in Literary passages and Content passages.  
 Mountain View Middle School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 86.48% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 87.61% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 88.73% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 89.86% of all

**Benchmark**

students to score at or above proficiency. The goal for the 2014-15 school year is for at least 90.99% of all students to score at or above proficiency. In 2010-11, 81.25% 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 82.81% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year is for at least 84.38% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 85.94% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 87.50% of students in the TAG Group to score at or above proficiency.

Intervention: Students in the Targeted Achievement Gap Group will demonstrate an improvement in Literacy skills through open response and multiple choice applications.				
Scientific Based Research: Scientific Based Research: Tomlinson, Carol Ann. "How to Differentiate Instruction in Mixed-Ability Classrooms". Association for Curriculum Development, 2nd Edition, 2001. Van De Walle, John A. "Elementary and Middle School Mathematics: Teaching Developmentally." Person Education, Inc., 6th Edition, 2007. Scientific Research: Tutoring Programs, CPRD Institute of Government Affairs, University of Illinois, January 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be provided funding for 6 teachers for after school tutoring, 4 days a week for 30 weeks. All students will be eligible to participate in this program. Students who need tutoring will be identified by the counselor, principals, and teachers. Tutors will be paid \$30.00/hour.	Robert Ross Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$3,740.00 Employee Benefits: <hr/> ACTION BUDGET: \$3,740.00
Total Budget:				\$3,740.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$80121**

Priority 1: Literacy

- Supporting Data:
1. A comprehensive review of results for the literacy portions of the Arkansas Augmented Benchmark Exams, ITBS exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View Middle School, grades 5-8, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items is in the strands of Writing in which 64.50% 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 (5.51 out of 8 possible points earned or 68.88% of possible points were earned), the Writing Content Domain (6.36 out of 8 possible points earned or 79.50% of possible points were earned), and the Writing Style Domain (6.38 out of 8 possible points earned or 79.75% of possible points were earned).
  2. According to the 2014 ESEA Accountability Report for Mountain View Middle School, the attendance rate was 96.40%.

Goal: Students will improve in Reading Comprehension.

Benchmark: Mountain View Middle School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 86.48% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 87.61% of all students to score at or above proficiency. The goal for the

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Scientific Based Research: Jacobs, H., (1990) pp 1-9 of reprint Mapping the Big Picture:ASCD				
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NSLA funds will be used to reduce class size in grade 5, where numbers permit, to facilitate effective reading instruction. NSLA funds will employ Brenda Jones as a full time teachers for grade 5. Action Type: Alignment	Robert Ross, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - \$48,626.00 Employee Salaries: <hr/> ACTION BUDGET: \$48,626.00
Total Budget:				\$66,861.00

Goal	To Improve Writing Skills Across the Curriculum with emphasis in Literary passages and Content passages.
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Intervention: Students in the Targeted Achievement Gap Group will demonstrate an improvement in Literacy skills through open response and multiple choice applications.				
Scientific Based Research: Scientific Based Research: Tomlinson, Carol Ann. "How to Differentiate Instruction in Mixed-Ability Classrooms". Association for Curriculum Development, 2nd Edition, 2001. Van De Walle, John A. "Elementary and Middle School Mathematics: Teaching Developmentally." Person Education, Inc., 6th Edition, 2007. Scientific Research: Tutoring Programs, CPRD Institute of Government Affairs, University of Illinois, January 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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Total Budget:				\$13,260.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$9500**

Priority 1: Literacy

1. A comprehensive review of results for the literacy portions of the Arkansas Augmented Benchmark Exams, ITBS exams, and other data sources for the 2012, 2013, and 2014 school years for Mountain View Middle School, grades 5-8, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items is in the strands of Writing in which 64.50% 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 (5.51 out of 8 possible points earned or 68.88% of possible points were earned), the Writing Content Domain (6.36 out of 8 possible points earned or 79.50% of possible points were earned), and the Writing Style Domain (6.38 out of 8 possible points earned or 79.75% of possible points were earned).

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in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 87.50% of students in the TAG Group to score at or above proficiency.

Intervention: Increase the use of, and access to, web-based software for diagnosing student deficiencies, prescribing individualized intervention plans, increasing time-on-task, providing additional material for after school tutoring, and allowing parents to be partners in the educational process for their child.

Scientific Based Research: McCurry, David; Krewer, John; :Addressing NCLB Through an Effective Schools Approach: Parents and Students Learning Together After School with technology." (abstract) 2003

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, desk top computers, switches, computer labs, computer carts, software, supplemental instructional supplies, supplemental testing materials, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials. Action Type: Technology Inclusion	Robert Ross, Principal	Start: 06/30/2014 End: 07/01/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$9,500.00 <hr/> ACTION BUDGET: \$9,500.00
Total Budget:				\$9,500.00

**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 -- \$0**

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