



2013-2014

Source of Funds Report

**TIMBO ELEMENTARY SCHOOL
PO BOX 6,TIMBO, AR 72680**

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: \$48135

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 -- \$9867

Priority 1: Mathematics

Goal: To improve math skills with emphasis on measurement, data analysis and probability, geometry, and problem solving skills.

Priority 3: Wellness

Goal: To reduce the number of students that are overweight or at risk of being overweight.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$36268

Priority 1: Mathematics

Goal: To improve math skills with emphasis on measurement, data analysis and probability, geometry, and problem solving skills.

Priority 3: Wellness

Goal: To reduce the number of students that are overweight or at risk of being overweight.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Materials & Supplies".

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 -- \$2000

Priority 2: Literacy

Goal: To improve reading and writing skills with emphasis on style, content, and practical reading.

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 -- \$9867

Priority 1: Mathematics

1. A comprehensive review of results for the math portions of the Arkansas Augmented Benchmark Exams, ITBS exams, and other data sources for the 2011, 2012, and 2013 school years for Timbo Elementary School, grades K-6, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items are in the strand of Geometry in which an average of 64.16% of possible points was earned. On open response items the lowest strand scores are in the strand of Numbers and Operations in which the average score received was 3.14 out of eight points possible or 39.25% of possible points were earned. The data reflects that there should be continued examination of

Supporting Data:

curriculum alignment and mapping with emphasis placed upon the strands of Numbers and Operations and Geometry. Materials and methods used in training students to respond to open response questions should also be evaluated.

2. According to the 2013 ESEA Accountability Report for Timbo Elementary School, the attendance rate was 96.88%.

Goal To improve math skills with emphasis on measurement, data analysis and probability, geometry, and problem solving skills.

Benchmark Timbo Elementary School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 82.54% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 84.00% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 85.45% of all students to score at or above proficiency. The goal for the 2013-14 school year is for at least 86.91% of all students to score at or above proficiency. In 2010-11, 81.13% 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 82.70% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 84.28% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year is for at least 85.85% of students in the TAG Group to score at or above proficiency.

Intervention: Continue to implement Open Response questioning and grading with rubrics				
Scientific Based Research: Reeves, D. (1998). Making standards work: How to implement standards-based assessments in the classroom, school, and district. Denver, CO: Center for Performance Assessment.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to employ Holly Schrock(.63 FTE) as a supplemental teacher for grades 3-6. Substitute pay for any supplemental teacher or aide will also be funded with NSLA.	Rowdy Ross, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) \$7,490.00 - Employee Benefits: <hr/> ACTION BUDGET: \$7,490.00
Total Budget:				\$7,490.00

Intervention: Increase time-on task for students having academic deficiencies				
Scientific Based Research: "Extending the School Year and Day", Thomas Ellis, ERIC Clearinghouse on Education Management: Eric Digest, Number Seven. Eric Identifier: ED259450				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be provided funding for 2 teachers for after school tutoring, 2 days a week for 26 weeks. Provide extended day tutoring for individuals and/or small groups needing additional learning time on skill areas which indicate weaknesses. These sessions will be offered by a certified staff member at an hourly rate of \$30.00 for two hours per week for several weeks. Action Type: Collaboration Action Type: Title I Schoolwide	Jimmy Lowery, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) \$440.00 - Employee Benefits: <hr/> ACTION BUDGET: \$440.00
Total Budget:				\$440.00

Priority 3: Wellness

1. In 2003-2004 40% of male students were overweight or at risk of being overweight. In 2004-2005 48.3% of male students were overweight or at risk of being overweight. In 2005-2006 57.7% of male students were overweight or at risk of being overweight. In 2003-2004 38.1% of female students were overweight or at risk of being overweight. In 2004-2005 43.5% of female students were overweight or at risk of being overweight. In 2005-2006 33.9% of students were overweight or at risk of being overweight. Due to government regulations on reporting sensitive health information, small numbers of children are not separately reported.
2. The 2005-2006 School Health Index showed the lowest scores in School Health Services, module 5-62.5%.
3. Free and Reduced price meal eligibility for 2005-2006 was paid-23%, free-68%, reduced-10%.

Supporting Data:

Free and Reduced price meal eligibility for 2006-2007 was paid-23.1%, free-61.9%, reduced-15.7%.

Goal To reduce the number of students that are overweight or at risk of being overweight.
 Benchmark BMI results will show a 2% difference in 2009-2010 results. Students will practice healthier lifestyles.

Intervention: Timbo Elementary School will encourage students to adopt a healthier lifestyle.				
Scientific Based Research: WWW.achi.net/Arkansas Center for health Improvement. http://schoolmatters.typepad.com/my_weblog/health_and_wellness/index.html Arkansas School Health Index				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to employ a school nurse, Camille Ross at the Timbo Elementary campus(0.25 FTE). A full time nurse(1.00 FTE) is employed at district expense at Mtn. View High School and Middle School. Action Type: Wellness	Jimmy Lowery, Principal	Start: 06/30/2014 End: 07/01/2014		NSLA (State-281) - Employee Benefits: \$1,937.00 <hr/> ACTION BUDGET: \$1,937.00
Total Budget:				\$1,937.00

Source of Funds: NSLA (State-281) - Employee Salaries -- \$36268

Priority 1: Mathematics

- Supporting Data:
1. A comprehensive review of results for the math portions of the Arkansas Augmented Benchmark Exams, ITBS exams, and other data sources for the 2011, 2012, and 2013 school years for Timbo Elementary School, grades K-6, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items are in the strand of Geometry in which an average of 64.16% of possible points was earned. On open response items the lowest strand scores are in the strand of Numbers and Operations in which the average score received was 3.14 out of eight points possible or 39.25% of possible points were earned. The data reflects that there should be continued examination of curriculum alignment and mapping with emphasis placed upon the strands of Numbers and Operations and Geometry. Materials and methods used in training students to respond to open response questions should also be evaluated.
 2. According to the 2013 ESEA Accountability Report for Timbo Elementary School, the attendance rate was 96.88%.

Goal To improve math skills with emphasis on measurement, data analysis and probability, geometry, and problem solving skills.
 Timbo Elementary School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 82.54% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 84.00% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 85.45% of all students to score at or above proficiency. The goal for the 2013-14 school year is for at least 86.91% of all students to score at or above proficiency. In 2010-11, 81.13% 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 82.70% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 84.28% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year is for at least 85.85% of students in the TAG Group to score at or above proficiency.

Intervention: Continue to implement Open Response questioning and grading with rubrics				
Scientific Based Research: Reeves, D. (1998). Making standards work: How to implement standards-based assessments in the classroom, school, and district. Denver, CO: Center for Performance Assessment.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to employ Holly Schrock(.63 FTE) as a supplemental teacher for grades 3-6. Substitute pay for any supplemental teacher or aide will also be funded with NSLA.	Rowdy Ross, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Employee Salaries: \$28,276.00 <hr/> ACTION \$28,276.00

				BUDGET:
Total Budget:				\$28,276.00
Intervention: Increase time-on task for students having academic deficiencies				
Scientific Based Research: "Extending the School Year and Day", Thomas Ellis, ERIC Clearinghouse on Education Management: Eric Digest, Number Seven. Eric Identifier: ED259450				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be provided funding for 2 teachers for after school tutoring, 2 days a week for 26 weeks. Provide extended day tutoring for individuals and/or small groups needing additional learning time on skill areas which indicate weaknesses. These sessions will be offered by a certified staff member at an hourly rate of \$30.00 for two hours per week for several weeks. Action Type: Collaboration Action Type: Title I Schoolwide	Jimmy Lowery, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - Employee Salaries: \$1,560.00 <hr/> ACTION BUDGET: \$1,560.00
Total Budget:				\$1,560.00

Priority 3: Wellness

- Supporting Data:
- In 2003-2004 40% of male students were overweight or at risk of being overweight. In 2004-2005 48.3% of male students were overweight or at risk of being overweight. In 2005-2006 57.7% of male students were overweight or at risk of being overweight. In 2003-2004 38.1% of female students were overweight or at risk of being overweight. In 2004-2005 43.5% of female students were overweight or at risk of being overweight. In 2005-2006 33.9% of students were overweight or at risk of being overweight. Due to government regulations on reporting sensitive health information, small numbers of children are not separately reported.
 - The 2005-2006 School Health Index showed the lowest scores in School Health Services, module 5-62.5%.
 - Free and Reduced price meal eligibility for 2005-2006 was paid-23%, free-68%, reduced-10%. Free and Reduced price meal eligibility for 2006-2007 was paid-23.1%, free-61.9%, reduced-15.7%.

Goal To reduce the number of students that are overweight or at risk of being overweight.

Benchmark BMI results will show a 2% difference in 2009-2010 results. Students will practice healthier lifestyles.

Intervention: Timbo Elementary School will encourage students to adopt a healthier lifestyle.				
Scientific Based Research: WWW.achi.net/Arkansas Center for health Improvement. http://schoolmatters.typepad.com/my_weblog/health_and_wellness/index.html Arkansas School Health Index				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to employ a school nurse, Camille Ross at the Timbo Elementary campus(0.25 FTE). A full time nurse(1.00 FTE) is employed at district expense at Mtn. View High School and Middle School. Action Type: Wellness	Jimmy Lowery, Principal	Start: 06/30/2014 End: 07/01/2014		NSLA (State-281) - Employee Salaries: \$6,432.00 <hr/> ACTION BUDGET: \$6,432.00
Total Budget:				\$6,432.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

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 -- \$2000

Priority 2: 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 2011, 2012, and 2013 school years for Timbo Elementary School, grades K-6, 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 Content Passage in which 69.25% of possible points were earned and Writing in which 50.75% 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 (3.88 out of 8 possible points or 48.50% of possible points were earned), the Writing Content Domain (5.66 out of 8 possible points or 70.75% of possible points were earned), and Writing Style Domain (5.67 out of 8 possible points or 70.88% of possible points were earned).
2. According to the 2013 ESEA Accountability Report for Timbo Elementary School, the attendance rate was 96.88%.

Goal

To improve reading and writing skills with emphasis on style, content, and practical reading.

Timbo Elementary School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 77.78% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 79.63% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 81.48% of all students to score at or above proficiency. The goal for the 2013-14 school year is for at least 83.34% of all students to score at or above proficiency. In 2010-11, 75.47% 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 77.51% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 79.56% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year is for at least 81.60% of students in the TAG Group to score at or above proficiency.

Benchmark

Intervention: Increase the use of technology for: 1) diagnosing student learning deficiencies, 2) prescribing student work that addresses identified learning deficiencies, 3) increasing time-on-task, 4) providing after school tutorial goals.				
Scientific Based Research: "Addressing NCLBA Through an Effective Schools Approach: Parents and Students Learning Together After School With Technology." McCurry, David; Krewer, John; 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Study Island software, as well as certified teachers will be used as remediation in addressing the deficiencies for students in all basic subject areas. Teachers will receive staff development prior to and during the current school year in the use of the software. NSLA funds will be used to purchase passwords which enable students to use this internet resource. Action Type: Professional Development Action Type: Technology Inclusion	Rowdy Ross, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	NSLA (State-281) - Purchased Services: \$2,000.00 <hr/> ACTION BUDGET: \$2,000.00
Total Budget:				\$2,000.00