

School Plan

MULBERRY SCHOOL DISTRICT
Drawer D, Mulberry, AR 72947

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of the Mulberry/Pleasant View Bi County School District is to provide all students with the opportunity to acquire a quality education so that they may reach their maximum potential and enter society as fully productive leaders.

Grade Span: Title I: Not Applicable School Improvement:

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Priority 1: Literacy and Mathematics

Goal: To provide coordination of supplemental federal programs and grants that positively effect student achievement.

Priority 2: Safe and Drug-Free Schools and Communities

Goal: All K-12 students in the Mulberry/Pleasant View Bi-County District will be provided a comprehensive alcohol, drug, and violence prevention program.

Priority 3: Wellness

Goal: In our effort to improve the district's nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Students show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Priority 4: Targeted Improvement Plan

Goal: To provide schools with personnel and strategies to lower the achievement gap between all students and our TAGG group of economically disadvantaged students.

Goal: To provide support to the school leadership, the district will establish a district leadership team to ensure that "real change" is being implemented district wide.

Priority 1:	To increase student achievement by improving literacy and mathematics by the use of federal funds, grants, and local funds.
Supporting Data:	<ol style="list-style-type: none">1. Pleasant View Junior High Benchmark-8th Grade Literacy Exam 2011-Number and Percent of Students Scoring Proficient or Advanced: 25 students: 68% of COMBINED POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: writing (MC) and literary passage (OR) 2011-Number and Percent of Students Scoring Proficient or Advanced: 24 students: 67% of CAUCASIAN POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: writing (MC) and literary passage (OR) There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2011. Pleasant View Junior High Benchmark-7th Grade Literacy Exam 2011-Number and Percent of Students Scoring Proficient or Advanced: 41 students: 37% of COMBINED POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: literary passage (OR), writing (MC) and content passage (OR) 2011-Number and Percent of Students Scoring Proficient or Advanced: 40 students: 38% of CAUCASIAN POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: literary passage (OR), writing (MC) and content passage (OR) There was no significant population of IEP, LEP, SES,

African American, or Hispanic students tested in 2011. Pleasant View Junior High Benchmark-7th Grade Literacy Exam 2010-Number and Percent of Students Scoring Proficient or Advanced: 30 students: 50% of COMBINED POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: literary passage and context. 2010-Number and Percent of Students Scoring Proficient or Advanced: 28 students: 50% of CAUCASIAN POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: literary passage and context. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010 or 2011. Pleasant View Junior High Benchmark-7th Grade Mathematics Exam 2010-Number and Percent of Students Scoring Proficient or Advanced: 30 Students: 66.7% of COMBINED POPULATION The lowest identified area(s) in the analysis of the multiple choice questions, in the five mathematics strands revealed weaknesses in algebra, geometry and data analysis. 2010-Number and Percent of Students Scoring Proficient or Advanced: 28 Students: 67.9% of CAUCASIAN POPULATION In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in algebra, geometry and data analysis. There was no significant population of IEP, LEP, SES, African American or Hispanic students tested in 2010 or 2011.

2. Pleasant View Junior High Benchmark-8th Grade Literacy Exam 2010-Number and Percent of Students Scoring Proficient or Advanced: 35 students: 57.1% of COMBINED POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: context and style. 2010-Number and Percent of Students Scoring Proficient or Advanced: 34 students: 55.9% of CAUCASIAN POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: context and style. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010, or 2011. Pleasant View Junior High Benchmark-8th Grade Mathematics Exam 2010-Number and Percent of Students Scoring Proficient or Advanced: 35 Students: 62.9% of COMBINED POPULATION In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in numbers/operations, geometry, measurement, and data analysis. 2010-Number and Percent of Students Scoring Proficient or Advanced: 34 Students: 61.8% of CAUCASIAN POPULATION The lowest identified area(s) in the analysis of the multiple choice questions, in the five mathematics strands revealed weaknesses in numbers/operations, geometry, measurement, and data analysis. There was no significant population of IEP, LEP, SES, African American or Hispanic students tested in 2010, or 2011.
3. Pleasant View Junior High SAT 10 Grade 9 Pleasant View Junior High Grade 9 SAT 10 2010- COMBINED POPULATION Reading Comprehension 34 Students: 44.1% scoring at the 50th NPR, or above. 2010 - CAUCASIAN POPULATION Reading Comprehension 31 Students: 41.9% scoring at the 50th NPR, or above. Pleasant View Junior High SAT 10 Grade 9 2010-Number and Percent of Students Scoring Proficient or Advanced: 34 Students: 73.5% of the COMBINED POPULATION scoring at the 50th NPR, or above. 2010 -Number and Percent of CAUCASIAN POPULATION Scoring at the 50th NPR, or above 31 Students: 74.2% Pleasant View Junior High Grade 9 ITBS 2011- COMBINED POPULATION Reading Comprehension 35 Students: 45.7% scoring at the 50th NPR, or above. 2011 - CAUCASIAN POPULATION Reading Comprehension 34 Students: 44.1% scoring at the 50th NPR, or above. Pleasant View Junior High Grade 8 ITBS 2011- COMBINED POPULATION Reading Comprehension 25 Students: 64% scoring at the 50th NPR, or above. 2011- CAUCASIAN POPULATION Reading Comprehension 24 Students: 62.5% scoring at the 50th NPR or above.
4. Pleasant View Junior High EOC Algebra 2010-Number and Percent of Students

- Scoring Proficient or Advanced: 30 Students: 87% of the COMBINED POPULATION scoring at the 50th NPR, or above In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in solving equations and inequalities, linear functions, and data interpretation and probability 2010 - Number and Percent of CAUCASIAN POPULATION Scoring at the 50th NPR, or above 29 Students: 86% In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in solving equations and inequalities, linear functions, and data interpretation and probability.
5. Pleasant View Junior High EOC Geometry 2010-Number and Percent of Students Scoring Proficient or Advanced: 24 Students: 71% of the COMBINED POPULATION scoring at the 50th NPR, or above In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in relationships between 2 and 3 dimensions and triangles. 2010 -Number and Percent of CAUCASIAN POPULATION Scoring at the 50th NPR, or above 20 Students: 65% In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in Triangles, and relationships between 2 and 3 dimensions.
 6. Millsap Intermediate Benchmark-5th Grade Mathematics Exam 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 23 Students: 74% of COMBINED POPULATION In 2011, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in algebra (OR), geometry (OR), and data analysis and probability Millsap Intermediate Benchmark-5th Grade Mathematics Exam 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 30 Students: 53.3% of COMBINED POPULATION In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in numbers/operations, algebra, geometry, measurement, and data analysis. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 30 Students: 53.3% of CAUCASIAN POPULATION In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in numbers/operations, algebra, geometry, measurement, and data analysis. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010 or 2011.
 7. According to the 2012 Arkansas District ESEA Accountability Report: The Mulberry Pleasant View Bi County School District is an Achieving District. Achieving in Percent Tested, District Graduation Rate, Literacy, and Mathematics. Mulberry High School is Needs Improvement Focus School. Achieving in Percent Tested, Graduation Rate, and Literacy. Needs Improvement school in Mathematics. Pleasant View Jr. High is Needs Improvement Focus School. Achieving School in Percent Tested and Literacy. Needs Improvement School in Mathematics. Millsap Intermediate School is an Achieving School. Achieving in percent tested, Literacy, and Math. Marvin Primary is Needs Improvement Focus School, Met Year 1 Exit Criteria. Achieving in percent tested, Literacy, and Mathematics.
 8. Millsap Intermediate Benchmark-5th Grade Literacy 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 30 Students: 73.3% of COMBINED POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: content passage and practical passage. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 30 Students: 73.3% of CAUCASIAN POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: content passage and practical passage. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010, or 2011.
 9. Pleasant View Junior High Science -- 7th Grade 2011-Number and Percent of Students Scoring Proficient or Advanced: 41 Students: 27% of COMBINED

POPULATION In 2011, the lowest identified area(s) are: physical scienc and earth and space. Pleasant View Junior High Pleasant View Junior High Grade 7 ITBS 2011- COMBINED POPULATION Reading Comprehension 41 Students: 41.5% scoring at the 50th NPR, or above. 2011- CAUCASIAN POPULATION Reading Comprehension 40 Students: 42.5% scoring at the 50th NPR or above. Biology 2011-Number and Percent of Students Scoring Proficient or Advanced: 30 Students: 27% of COMBINED POPULATION In 2011, the lowest identified area(s) are: molecules and cells and heredity and evolution. 2011-Number and Percent of Students Scoring Proficient or Advanced: 29 Students 28% of CAUCASIAN POPULATION In 2011, the lowest identified area(s) are: molecules and cells and heredity and evolution. 2011-Number and Percent of Students Scoring Proficient or Advanced: 40 Students 28% of CAUCASIAN POPULATION In 2011, the lowest identified area(s) are: physical scienc and earth and space.

10. Millsap Intermediate Benchmark-5th Grade Literacy 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 23 Students: 65% of COMBINED POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: content passage and writing (mc) 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 23 Students: 65% of CAUCASIAN POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: content passage and writing (mc) There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2011. Millsap Intermediate ITBS--Grade 5 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 23 Students: 39.1% of COMBINED POPULATION 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 23 Students: 39.1% of CAUCASIAN POPULATION Millsap Intermediate ITBS--Grade 6 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 51.5% of COMBINED POPULATION 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 51.5% of CAUCASIAN POPULATION
11. Millsap Intermediate Benchmark-6th Grade Mathematics Exam 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 54% of COMBINED POPULATION In 2011, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in numbers/operations, measurement, and algebra (OR) 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 54% of CAUCASIAN POPULATION In 2011, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in numbers/operations, measurement, and algebra (OR) There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2011. Millsap Intermediate Benchmark-6th Grade Literacy Exam 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 45% of COMBINED POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: content passage, and writing (mc) 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 45% of CAUCASIAN POPULATION In 2011, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: content passage, and writing (mc) There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2011. Millsap Intermediate Benchmark-6th Grade Literacy Exam 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 43 Students: 51.2% of COMBINED POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: practical passage, content, and style. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 42 Students: 52.4% of CAUCASIAN POPULATION In 2010, the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that

the lowest identified area(s) are: practical passage, content, and style. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010, or 2011. Arkansas Adequate Yearly Progress In 2010, the attendance rate was 92.90% Millsap Intermediate Benchmark-6th Grade Mathematics Exam 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 43 Students: 60.5% of COMBINED POPULATION In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in numbers/operations, geometry, measurement, and data analysis. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 42 Students: 59.5% of CAUCASIAN POPULATION In 2010, the lowest identified area(s) in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in numbers/operations, geometry, measurement, and data analysis. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010, or 2011.

12. Marvin Primary: Iowa Test Skills: Combined (Total) Population: Reading Comprehension, Grade k: In 2011 , 25 students were tested on the SAT 10 and 83.3% scored 50 or above. Marvin Primary: Iowa Test Skills: Combined (Total) Population: Reading Comprehension, Grade 1: In 2011 27 students were tested and 40.7% has an NPR score of 50 or above. Marvin Primary: Iowa Test Skills: Combined (Total) Population: Reading Comprehension, Grade 2: In 2011 28 students were tested and 57.1% scored 50 or above. Marvin Primary: Iowa Test Skills: Combined (Total) Population: Reading Comprehension Grade 1: In 2010 23 students were tested and 18.2% has an NPR score of 50 or above. In 2009 on SAT 10 35 students were tested and 11.4% has an NPR score of 50 or above. An analysis of the content Sub skill and Skill Performance reveals the following areas of concern: reading comprehension, listening, and word analysis.
13. 3rd Grade Math Benchmark Marvin Primary 3rd Grade Math Benchmark: Marvin Primary 2011: 34 students were tested of combined students 44.1% scored proficient or advanced 3rd Grade Math Benchmark: Marvin Primary In 2011; 34 Students 44.1% of Caucasian Students scoring proficient/ or advanced 2010: 22 students were tested of combined students 36.4% scored proficient or advanced 2009: 32 students were tested: of combined students 59% scored proficient/ or advanced 3rd Grade Literacy Benchmark: 3rd Grade Literacy Benchmark 2011- Marvin Primary 34 Students: 38.02% of Combined Students scored proficient/ or advanced In 2011 the analysis of open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area (s) are, literacy passage, content passage, practical passage, content, and style. 2011 Marvin Primary; 30 Students: 50% of Combined Students scoring proficient/ or advanced In 2011, the analysis of the open response and multiple choice questions revealed the lowest identified area(s) content passage, and practical passage. 2010 Marvin Primary 3rd Grade Literacy Benchmark: 22 students: 36.4% of combined students scored proficient/ or advanced In 2010 the analysis of open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are content passage, content passage, mechanics, and style. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010, or 2011. 4th Grade Literacy Benchmark: 2011 Marvin Primary: 29 Students: 51.7% of Caucasian Students scoring proficient/ or advanced In 2011 the analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are: practical passages, content and style. 2010 Marvin Primary 27 students: 66.7% of combined students scored proficient/ or advanced In 2010 the analysis of open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified area(s) are content passage, content passage, mechanics, and style. There was no significant population of IEP, LEP, SES, African American, or Hispanic students tested in 2010 or 2011. The attendance rate for 2010 was 91.3%. 4th Grade Math Benchmark: Marvin Primary 4th Grade Math Benchmark: Marvin Primary 2011: 30 Students 46.7% of Combined Students scored

proficient/ or advanced 4th Grade Math Benchmark: Marvin Primary 2011:30 Students:48.3% of Caucasian Students scored proficient/ or advanced In 2010 27 students were tested 66.7% of combined students tested proficient or advanced.

14. PLEASANT VIEW HIGH SCHOOL Pleasant View Junior High EOC Algebra There was no significant population of Africian American students testes in year 2010 or 2011. 4th Grade Math Benchmark: Marvin Primary There was no significant population of Africian American students tested in year 2010 or 2011.
15. End of Course Algebra: In 2011 no Algebra I students were tested on this campus. In 2010 no Algebra I students were tested on this campus. End of Course Geometry: Combined Population: In 2011 (15) students were tested and 53% scored proficient or advanced. The lowest identified areas in the analysis of the open response questions in the five mathematics strands revealed weaknesses in Measurement, Relationships between Two and Three Dimensions, and Coordinate Geometry and Transformations. The lowest identified areas in the analysis of multiple choice questions in the five mathematics strands revealed weaknesses in Triangles and Coordinate Geometry and Transformations. End of Course Geometry:: Combined Population: In 2010 (15) students were tested and 53% scored proficient or advanced. The lowest identified areas in the analysis of the open response questions in the five mathematics strands revealed weaknesses in Language of Geometry, Triangles, and Measurement. The lowest identified areas in the analysis of multiple choice questions in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations as well as Triangles
 MULBERRY HIGH SCHOOL End of Course Literacy Exam: Combined Population: In 2011 (33) students were tested and 54% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified areas are literary and content. The analysis of the five writing domains revealed the lowest identified areas are content and style. End of Course Literacy Exam:: Combined Population: In 2010 (27) students were tested and 67% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the three types of reading passages revealed that the lowest identified areas are literacy and practical. The analysis of the five writing domains revealed the lowest identified areas are content and style.

Goal To provide coordination of supplemental federal programs and grants that positively effect student achievement.

Benchmark Student growth in literacy and mathematics will be demonstrated by an increase in the percentage of students scoring proficient or advanced as measured on the Benchmark and End-of-Course Exams.

Intervention: Provide federal programs support to provide guidance and evaluation of the Title 1 activities enhancing reading and math achievement of low-performing students.				
Scientific Based Research: Restructuring "Restructuring": Improving Interventions for Low-Performing Schools and Districts. Education Sector Reports Manwaring, Robert. Education Sector. 20 pp., 2010				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will reimburse travel and registration costs for federal coordinator and math/literacy coaches to attend quality workshops/conferences in order to improve reading and math instruction for students. Action Type: Professional	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

Development				
The district will maintain Title I equipment purchased in the past as necessary to provide efficient and timely services to students and teachers implementing the Title I activities designed to improve student performances. Additional supplies will be purchased as needed. Action Type: Technology Inclusion	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
The Federal Coordinator and District Instructional Facilitator will be responsible for monitoring, developing improvement plans, restructuring programs and providing in-service for Title I staff. Both will work closely with the Superintendent to insure all programs are implemented. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Brad Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
The district will provide for welfare and education needs of homeless students in order to remove barriers for learning and supplies needed will be purchased. HOMELESS: Research says that approximately 10% of the students in Title I schools meet the criteria for "Homeless". Homeless students must have equal access to the same free, appropriate public education as other students, and are provided support services to enable them to meet achievement standards. Mulberry/Pleasant View School District collaborates with several local sources to assist these students in the	Dana Higdon	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$500.00 Supplies: <hr/> ACTION BUDGET: \$500

<p>educational process. Local businesses, churches, and the United Way offer school supplies that are distributed to all students who do not have adequate school supplies. The district also has a fund provided by a local church to assist students who need clothing, shoes, backpacks, and medical attention. School personnel also assist families in connecting with local, county, and state agencies that can assist these families with a variety of services. Title I funds are set aside at the district level based upon the results of the HOMELESS SURVEY (needs assessment) that is conducted each year. The district's homeless liaison will identify the educational needs of the identified homeless students and work with the federal coordinator and building principals to determine the best way to serve the identified students. The Homeless liaison will inform parents of homeless children about educational and related opportunities available to their children and assist them with school transportation. Anticipated changes in the population of homeless students will be taken into account each year when determining the set-aside amount. The district will support the building in providing professional development to the teachers and staff regarding the needs, identification of the Homeless and the requirements of McKinney Vento.</p>				
<p>At our annual School Meeting all parents will be encouraged to attend.</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>This meeting will inform parents of their school's participation in all Title I, Title IIA, and Title VI Federal programs and their right to be involved in these programs. ACSIP committee meetings will be held several times this year to discuss and decide how to implement this year's federal programs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>		06/30/2015	<ul style="list-style-type: none"> School Library Teachers Title Teachers 	
<p>The district will hire Jan Williams as a .15 FTE Federal Programs Coordinator to be paid with Title I Funds and Brad Williams as a .50 FTE District Instructional Facilitator (to be paid out of NSLA) to coordinate and monitor programs to positively effect student achievement.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>Title I - Employee \$5016.00 Salaries: Title I - Employee \$1371.03 Benefits: NSLA (State-281) - \$7576.65 Employee Benefits: NSLA (State-281) - \$34995.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$48958.68</p>
<p>DISTRICT LEADERSHIP TEAM- Closing the Achievement Gap in (Literacy and Math): Regular Monthly meetings of the Distict ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity, at the district and building level. Each meeting agenda will address the following Core Principles: A. The selection of research-based, scientifically validated Interventions designed to improve our ability to move more students to</p>	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>the proficient/advanced level on all Math and Literacy High Stakes exams. B. Monitoring student progress in order to influence classroom instruction. C. Using Formative and Summative Assessment Data to make decisions. That impact: Curriculum, Instruction and Professional Development. D. Alignment of District Resources to meet individual school needs. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each ACSIP Intervention, and Action is carefully monitored...through the collection of Formative and Summative Data...so that those strategies which prove ineffective can be revised, or abandoned. The District ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. In May of each year the District Leadership Team will evaluate the implementation, and impact, of programs (Interventions and Actions) included in both the District and building ACSIP plans to ensure that the programs are providing Intervention, prevention, and accelerated strategies designed to increase student achievement. The evaluation results will be included in the district, and each building plan, the following year.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
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<p>NEEDS ASSESSMENT: A comprehensive needs assessment will be conducted by the staff to review student achievement data. All subgroups strengths and weaknesses will be determined. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PEER REVIEW FOR SCHOOL IMPROVEMENT: The ACSIP District and Building Leadership teams will meet having an established agenda that focuses on the goals and objectives of each school's improvement status. This PEER REVIEW will establish a consensus for best practices that will contribute to the overall academic performance for the entire district effort. There will be special concentration on the Professional Development and monitoring of programs and processes designed to address the need for school improvement. Outcomes will be documented for review and adjustment throughout the year to insure implementation and success of the School Improvement objectives. Action Type: Collaboration Action Type: Professional Development</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT NOTIFICATION OF 2012 Arkansas School ASEA Accountability Report. The school will promptly provide the following information to the parents of each child enrolled in the school. An explanation of what the identification means and the reason(s) for the school being identified for improvement and an</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>explanation of how parents can become involved in addressing the academic issues that led to identification. Action Type: Parental Engagement</p>				
<p>COLLABORATIVE STRATEGIES FOR SCHOOL IMPROVEMENT: Teachers will conduct a team conference with at-risk students if previous efforts for improvement have failed. Administrators and Counselors will conference with at-risk students if previous team conference fails to achieve desired improvement in grades and/or behavior. Action Type: Collaboration Action Type: Parental Engagement</p>	Jennifer King	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>MARVIN PRIMARY: Currently the school status for Marvin Primary is Needs Improvement Focus School: Met Year 1 Exit Status. The school faculty and staff will determine ASSESSMENT NEEDS as determined by CRT and NRT scores on the Common Assessments and Augmented Benchmark to effectively address the needs for these low-performing students. The school provides additional interventions for all students who are below proficiency on the Common Assessments and Augmented Benchmark. Student will receive differentiated instruction that targets the Literacy and Mathematics strands. Teachers will review strands and will concentrate additional time-on-task through MAP test questions as</p>	Dana Higdon	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>measurement and curriculum instruction to promote understanding and mastery in the low-performing areas. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>				
<p>PLEASANT VIEW JR. HIGH: The school has developed a two-year ACSIP plan to address the academic issue that has caused the school to be identified for school improvement. The plan is designed to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in literacy and mathematics. The plan provides a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in the school. District staff ensures that the identified school receives technical assistance, both during the development and revision of its ACSIP plan and throughout the plans's implementation. Documentation records such as meeting agendas will be used to determine implementation. Target Assessment and other local data will be used to measure the impact on student learning. This Program will be used as a "PERIODIC" evaluation to measure implementation and adjustment. Action Type: Collaboration Action Type: Program Evaluation</p>	Dana Higdon	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOL DISTRICT SUPPORT: The District will support Mulberry</p>	Dana Higdon	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>High School, Pleasant View Jr. High, and Marvin Primary in their efforts to improve student achievement with interventions and actions through the use of state, federal, and local funds. Administrators will receive three hours training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation in the school improvement environment. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>		06/30/2015	<ul style="list-style-type: none"> • Teachers 	
<p>PARENT INVOLVEMENT STRATEGIES: All parents will be invited to Parent/Teacher Conferences in October and February to review student achievement and encourage academic improvement. Parents will be encouraged to participate in the learning process and be invited to give their input and suggestions for helping their students achievement. Action Type: Parental Engagement</p>	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOL DISTRICT SUPPORT: The District will support the Primary School, Jr. High School and Sr. High School in their school improvement interventions and actions through the use of state, federal, and local funds. Administrators will receive the three hours training to enhance understanding of effective parental involvement strategies and the</p>	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

importance of setting expectations and creating a climate conducive to parental participation in the school improvement environment. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement				
The District will employ Angela Graham, a .50 FTE District Math/Literacy Instructional Facilitator, to coordinate the MAP Program that has been purchased by the district. The program will more effectively meet the needs of all students in math and literacy and will aid teachers and administrators in making key decisions concerning curriculum and instruction. Action Type: AIP/IRI Action Type: Collaboration	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	NSLA (State-281) - \$5155.00 Employee Benefits: NSLA (State-281) - \$19656.00 Employee Salaries: <hr/> ACTION BUDGET: \$24811
The district will implement the Lunch Co-Pay program. The district will pay the student's cost for eating that are approved for reduced lunches Action Type: Equity	Jan Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	NSLA (State-281) - \$3922.00 Other Objects: <hr/> ACTION BUDGET: \$3922
Total Budget:				\$78191.68

Intervention: Provide necessary and research-based staff development activities and workshops to ensure a certified and qualified staff to provide quality reading and math instruction. The professional development will increase knowledge and therefore a teacher's ability to impact student's learning will increase.

Scientific Based Research: DESIMONE L, SMITH T, PHILLIPS K. Linking Student Achievement Growth to Professional Development Participation and Changes in Instruction: A Longitudinal Study of Elementary Students and Teachers in Title I Schools. Teachers College Record [serial online]. May 2013; 115(5):1-46.

Actions	Person Responsible	Timeline	Resources	Source of Funds
To improve knowledge and skills in academic subjects, and to improve effective effective instruction practices in literacy and math, teachers, including special education and LEP	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • School Library • Teachers 	Title I - Purchased Services: \$5100.00 Title I - Materials \$200.00

<p>teachers and in appropriate cases paraprofessionals, will attend professional development at our Educational COOP and wherever available in the areas of C.L.A.S.S., ELLA, Effective Literacy, Pathwise Mentoring, Curriculum Alignment & Mapping, Math Workshops, Technology Workshops, Data Analysis, and Develop and Implement AIPs. The 5% overall set aside requirement will be concentrating on professional development for all teachers. This set aside monies is above state requirements and is not supplanting. Teachers previously trained in ELLA and Effective Literacy will receive Year II and Year III training. Teachers new to the campus will receive Year I of the appropriate grade level training to insure a fluid comprehensive literacy plan. In addition, teachers will continue to utilize the assistance of the district math and literacy coach and the math coach from the Western Arkansas Education Cooperative. Purchases will include registration fees, meals, and lodging for professional development as needed. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> Title Teachers 	<p>& Supplies: PD (State-223) - \$13639.1 Purchase 5 d Services: PD (State-223) - \$1400.00 Materials & Supplies:</p> <hr/> <p>ACTION \$20339.1 BUDGET: 5</p>
<p>Mulberry/Pleasant View Bi-County Schools will always strive to hire quality, knowledgeable teachers. We will try to hire fully certified teachers in their area of interest. For those teachers not fully certified we will continue with the required Mentoring of first year teachers and teachers in the alternative licensure</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>program in order to help these teachers to be motivated and to increase their teaching skills. Mulberry/Pleasant View Bi-County Schools will also send teachers to workshops, seminars, etc. to help teachers gain knowledge in their respective areas to help improve teaching skills therefore benefiting our students. Action Type: Equity Action Type: Professional Development</p>				
<p>Building District-Parent Capacity: The Mulberry Pleasant View Bi County School District will provide assistance to parents of children served by all of the schools in the District in understanding such topics as the State's academic content standards and State academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children; The District shall also provide supervision and guidance in the use of materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; Mulberry Pleasant View Bi County administration and all certified staff will receive training in the methods of assisting parents in their child's education, in understanding the value and utility of contributions parents make to the school, and how to communicate that parents are equal partners in education. The District will monitor the implementation and</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>=====</p> <p>ACTION BUDGET: \$</p>

<p>coordination of parent programs and seek to build capacity between parents and the District and its schools. As much as is possible, integration and coordination activities will expand to include Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and the public preschool and other programs. The District will look at other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; The District will also insure that information related to school and parents programs, meetings, and other activities is sent to the parents of participating children in a format and--to the extent practicable--in a language the parents can understand. The Mulberry Pleasant View Bi County School District will provide such other reasonable support for parental involvement activities as parents may request.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>ACT 397: The Mulberry Pleasant View School District shall provide training at least annually for volunteers who assist in an instruction program for parents; In addition, The District will insure that teachers will be provided no fewer than 2 hours of professional development in parental engagement training and that administrators will receive no fewer than 3 hours of</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>professional development in parental engagement training. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>MENTORING/PROFESSIONAL DEVELOPMENT: The district will coordinate sustained and classroom focused professional development activities in the areas of mathematics and literacy to enable teachers and paraprofessionals to: teach and access the Arkansas academic content standards to improve student achievement; teach and address the needs of the studens with different learning styles and students with special learning needs; improve student behavior, involve parents in their child's education; and understand and use data and assessments to improve classroom practice and student learning. The instructional facilitators will serve as a mentor to novice teachers by demonstrating and supporting the implemenetation of instructional "best practice" strategies. Special emphasis will be placed upon mentoring of teachers in the area which lead to School Improvement Status. Action Type: Collaboration Action Type: Professional Development</p>	<p>Jennifer King</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT FOR SCHOOL IMPROVEMENT: The District will intervene with professional activites that directly addresses the academic achievement problems of students in the areas of low performance. Response to</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>Title I - Employee \$273.00 Benefits: Title I - Employee \$1250.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$1523</p>

<p>Intervention(RTI) professional development will be held monthly as the calendar allows. Teachers, Literacy and Math coaches, and paraprofessionals will be provided with professional development in the area of data disaggregation. Many sources of data will be used: 2012 test data. Star Reading Assessments, Progress Reports, Report Cards, Attendance, Discipline, Target Assessment, D@SC, and HIVE. RTI professional development stipend will be paid outside the regular school day @ \$25 per day plus fringe. This will be additional PD above the 60 required hours. Action Type: Collaboration Action Type: Professional Development</p>				
Total Budget:				\$21862.15

Intervention: Alternate Learning Environment

Scientific Based Research: Simonsen, Brandi, Lisa Britton, and Dale Young. "School-Wide Positive Behavior Support In An Alternative School Setting: A Case Study." Journal Of Positive Behavior Interventions 12.3 (2010): 180-191. ERIC. Web. 18 Sept. 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students, who are identified as at-risk, will be placed in an alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services will be provided by the district. The ALE will employ Denice Wilson (1.0 FTE) in the core academic content areas to allow students enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems</p>	<p>Dana Higdon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<p>ALE (State-275) - \$38796.00 Employee Salaries: ALE (State-275) - \$10222.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$49018</p>

alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics:
Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual-, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting)
Documentation shall be maintained as to placement decisions. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program. Exit policies will be developed

by the ALE. The ALE will meet all guidelines required by the ADE and state laws. Supplies will be purchased as needed. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
Supplies will be purchased as needed for the Alternative Learning Environment to aid in the attainment of skills. ALE teacher will be sent to any workshops and training as needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The district will review pre and post tests provided with software, Benchmark, and Iowa Test of Basic Skills to determine the success of the Alternative Learning Environment. Action Type: Program Evaluation	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$49018

Priority 2: The purpose of this program is to prevent violence in and around schools; prevent the illegal use of alcohol; tobacco; and drugs; involve parents and communities; and coordinate with federal; state; school; and community efforts and resources to foster a safe and drug-free learning environment that supports academic achievement.

- Supporting Data:
1. In 2011-2012: 33 students were reprimanded for student/staff assault. In 2010-2011: 55 students were reprimanded for student/staff assault. In 2009-2010: students were reprimanded for student/staff assault.
 2. In 2011-2012: 195 students were reprimanded for insubordination/disorderly conduct. In 2010-2011: 537 students were reprimanded for insubordination/disorderly conduct. In 2009-2010 students were reprimanded for insubordination/disorderly conduct.
 3. In 2011-2012 there were 90 incidents when students received out of school suspension. In 2010-2011 there were 219 incidents when students received

out of school suspension. In 2009-2010 there were 149 incidents when students received out of school suspension.

4. In 2011-2012 there were no students expelled for bringing a weapon on the campus. In 2010-2011 there were no students expelled for bringing a weapon on campus. In 2009-2010 there were no students expelled for bringing a weapon on the campus.

Goal All K-12 students in the Mulberry/Pleasant View Bi-County District will be provided a comprehensive alcohol, drug, and violence prevention program.

Benchmark By 2014-2015 school year the assaults, discipline, and suspension incidents at Mulberry/Pleasant View Schools will decrease by 5%.

Intervention: Students will be trained in decision making and resistance skills through effective research-based character-centered teaching, drug prevention and violence prevention programs in order for students to have a safe, disciplined and drug-free learning environment, therefore helping to achieve high academic standards.

Scientific Based Research: Behavior-Management Techniques for Safe Schools. Classroom Tips American Federation of Teachers. 12 pp.. 2010

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school drug coordinator will work closely with the Administration and staff to implement our drug programs. This year we will incorporate into our curriculum the Teenage Health Teaching Modules which were purchased for grades 9-12, a comprehensive health education curriculum. Action Type: Collaboration	Toni Hopkins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Provide conference fees, registration for students and teachers, including travel, food, and lodging. Students will attend transition from 9th grade to 10th grade. Students will be provided with information on decision making, leadership, self-esteem, and creative problem solving. Action Type: Collaboration Action Type: Equity	Toni Hopkins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Provide guest speakers and Consultant Services to implement the drug programs. Action Type: Collaboration	Toni Hopkins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	<hr/> <hr/> ACTION BUDGET: \$
The following bullying programs are being implemented in grades 2-5 and 6-8: Operation Respect and Stop Bullying Now.	Toni Hopkins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$

<p>Effective emotion management is related to both decrease levels of aggression and increased levels of social-emotional competence. A child who is good at emotion management is one who can deal with strong emotions and express them in socially acceptable ways. These programs will help promote these actions therefore helping the academic environment.</p> <p>Action Type: Collaboration</p>				
<p>The programs will be evaluated using our School Annual Discipline Reports. We are looking for a decrease in all areas of discipline concentrating on drug and violence areas. Comparison will be made from last year's report. Drug Coordinator and building principals will monitor and evaluate the programs. Parental interaction will be required in drug related incidents.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Amy McCabe	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Intervention: A school environment will be created that will promote a safe school culture which will improve student achievement by employing a School Security Officer.

Scientific Based Research: O'Meara S. Plan for Safety. American School Board Journal [serial online]. July 2013; 200(7): 33-35. Available from: Academic Search Elite, Ipswich, MA

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>School Resource Officer will be employed 3 days a week whose job duties will include research-based methods and strategies to improve achievement of students at risk. This SRO will be a purchase service through the City of Mulberry. The school will work closely with our mayor and police department to encourage cooperation</p>	Dana Higdon	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<p>NSLA (State-281) - \$3000.00 Purchased Services: Local Revenue: \$9000.00</p> <hr/> <p>ACTION BUDGET: \$12000</p>

within the community. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness				
Provide a presence for security services with an emphasis an educating the students of not only being part of their own safety but on how to envolved themselves in good choice making and becoming productive part of the community. Work with students and principal on conflict resolution. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	ACTION BUDGET: \$
SRO directly work with Principals on discipline issues with students at risk. School discipline records, current Test Data, and teacher surveys will be used for evaluation of this intervention. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$12000

Priority 3: The purpose of the nutrition and physical activity program in Mulberry Public Schools will be to improve the overall health and well being of the students and employees. The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure, and diabetes. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be changed overnight, but at the same time, we believe it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity

Supporting Data:

1. The 2005 Youth Risk Behavior Survey indicates that among Arkansas High School students: 15% are overweight 17% are at risk for becoming overweight.
2. The 2005 Youth Risk Behavior Survey indicates that among Arkansas High School students: 85% ate fruits and vegetables less than 5 times per day.
3. According to the Six Year Evaluation, Act 120 of 2003 to Combat Childhood Obesity- 55% to 60% of elementary, middle, and high school parents believe their students should have physical activity classes four or five times days per

- week.
4. According to the Six Year Evaluation, Act 120 of 2003 to Combat Childhood Obesity- 52% of parents said they believed the problem of childhood obesity was very serious for the state of Arkansas.
 5. According to the Six Year Evaluation, Act 120 of 2003 to Combat Childhood Obesity- More than 53% of parents reported they had signed their child up for sports or exercise classes in the past six months, up significantly from 42% in Year 1.
 6. The District BMI results for 2012-2013 indicated that 41.3% of the student male population was overweight or at risk of being overweight. This is an increase of 9.5% from the previous year. The 2011-2012 District BMI results indicated that 31.8% of the student male population was overweight or at risk of overweight. This is a decrease of 10.05% from the previous year. The 2010-2011 BMI results indicated that 41.85% of student male population was at risk for overweight or over weight. this is an increase of 6.85% from last year. The 2009-2010 BMI results indicated that 35% of the student male population was at risk for overweight or overseight. This is a increase 2.35% from the previous year.
 7. The 2012-2013 BMI results indicate that 37.7% of the student female population was overweight or at risk of being overweight. This was an increase of 9.1% from the previous year. The 2011-2012 BMI results indicated that 28.6% of the student female population was overweight or at risk of overweight. This was a decrease of 16% from the previous year. The 2010-2011 BMI results indicated that 44.6% of the student female population was at risk for overweight or overweight. THis was an increase of 4.6% from the previous year. The 2009-2010 BMI results indicate that 40% of the student female population was at risk for overweight or overweight. This is an increase of 1.1% over the previous year.

Goal In our effort to improve the district's nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Students show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Benchmark The number of students being considered obese according to their BMI in the Mulberry/Pleasant View school district will decrease by 5% during the 2014-2015 school year when compared with the 2013-2014 school year.

Intervention: A culture will be created within the school that consistently promotes good nutrition and physical activity.				
Scientific Based Research: Rivkin M. Keeping Fit--In Body and Mind!. Early Childhood Today [serial online]. March 1, 2007;21(5):28-37. Available from: ERIC, Ipswich, MA. Accessed September 7, 2011.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in extracurricular program that supports physical activity, i.e. walking challenge, personal fitness class, bowling, volleyball, and aerobics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Jonathan Doss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Incorporate developmentally appropriate physical activity in participating pre-k	Jonathan Doss	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Administrative Staff • Community 	ACTION BUDGET: \$

programs. Those students/parents served by Headstart/ABC Preschool will receive instruction as well. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness		06/30/2015	Leaders	
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Jonathan Doss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Encourage development and participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Jonathan Doss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	ACTION BUDGET: \$
Implement a grade appropriate nutrition education program that will develop an awareness of, and appreciation for, nutrition and physical activity throughout the curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Jonathan Doss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Enforcing existing physical education requirements and engage students in healthy levels of vigorous physical activity. Action Type: Alignment Action Type: Wellness	Jonathan Doss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Strive to improve the quality of physical education curricula and increase the training of physical education teachers. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Jonathan Doss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Follow the Physical Education and Health Education Frameworks in grades K-12. Action Type: Alignment Action Type: Wellness	Jonathan Doss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
The district will not use food or beverages as rewards for academic, classroom, or sports performances and ensure that water is available without charge to all students. Action Type: Equity Action Type: Wellness	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Establish class schedules, and bus routes that don't directly or indirectly restrict meal access. Action Type: Alignment Action Type: Equity Action Type: Wellness	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Establish no more than nine (9) school wide events that permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be approved by the principal, and shall be part of the annual school calendar. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	<hr/> ACTION BUDGET: \$
The district will abide by the current allowable food and beverage portions standards. Action Type: Program Evaluation Action Type: Wellness	Reba King	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff 	<hr/> ACTION BUDGET: \$
The district will meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursible meals and a la' carte foods served in the cafeteria; restrict vended foods, competitive foods, and foods of minimal nutritional value as required by law and rule; and conform new vending contracts to the content restrictions contained in the Rules and reduce district dependence of profits from the sales of MNV foods. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office 	<hr/> ACTION BUDGET: \$
Provide professional	Dana	Start:	<ul style="list-style-type: none"> Administrative 	<hr/>

development to all district staff on the topics of nutrition and/or physical activity. Action Type: Wellness	Higdon	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Staff District Staff Teachers 	ACTION BUDGET: \$
Utilize the School Health Index Available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students. Action Type: Program Evaluation Action Type: Wellness	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (Wellness) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate with our district's grade configurations. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
HOMELESS ACTIVITIES: The district will provide for the welfare and education needs of homeless students in order to remove barriers to learning. We have: Procedures and Guidelines in place for the identification and enrollment of homeless students. Programs and activities address the educational needs of homeless students. A homeless Liaison is in place to monitor and direct homeless activities throughout the District. Staff will receive Professional Development on identification and enrollment procedures, as well as homeless students' needs. This activity is supplemental to the program already implemented with state and local funds. Our formula for determining the	Kathi Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$

justification of our allocation for all of our homeless needs was that in the past we have not had a large number of students identified as homeless; however local funds will be used if necessary. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development				
Total Budget:				\$0

Priority 4: Provide support to all of our Focus Schools in the District

Supporting Data:

Goal To provide schools with personnel and strategies to lower the achievement gap between all students and our TAGG group of economically disadvantaged students.
During the 2012-2013 school year, the Mulberry Pleasant View Bi County School district will meet or exceed the Annual Measurable Outcomes for the following:
Mulberry High School Literacy Performance: All students AMO 60.94%, TAGG AMO 54.54%. Mulberry High School Literacy Growth: All students AMO 66.13%, TAGG AMO 62.13%. Mulberry High School Math Performance: All Students AMO 69.70%, TAGG AMO 68.75%. Math Growth: All Students AMO 64.09, TAGG AMO 57.91. Pleasant View Jr. High: Literacy Performance All Student AMO 58.33, TAGG AMO 49.61, Literacy Growth: All students AMO 63.28%, TAGG AMO 53.25%. Math Performance: All Students AMO 74.60% TAGG AMO 65.28%. Math Growth All Students AMO 70.34, TAGG AMO 57.32. Marvin Primary: Literacy Performance: All Students AMO 63.63% TAGG AMO 59.18%. Literacy Growth: All Students AMO 73.48%, TAGG AMO 70.83%. Math Performance: All Students AMO 68.18%, TAGG AMO 64.28%. Math Growth: All students AMO 50.76%, TAGG AMO 50.00.

Benchmark During the 2013-14 school year, the three focus schools will meet all 2014 AMO's

Benchmark During the 2014-15 school year, all three focus schools will meet all 2015 AMO's.

Benchmark Intervention 1, Action 4: IMO : 100% of Targeted Improvement Plans will be completed by March 2013. Intervention 1, Action 5 - IMO 100% of all Monthly Reports will be completed and sent to ADE on time.

Intervention: Incorporate strategies to insure the district meets the Annual Measurable Objectives at all three focus schools.				
Scientific Based Research: "To What extent does effective leadership play a role in whether a school is effective or ineffective? (School Leadership that Works, Marzano 2003)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
During the Fall Semester of 2012-13, the District will be assigned a ADE School Improvement Specialist to provide oversight. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
The district has employed a school improvement consultant to provide	Dana Higdon	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff Outside 	ACTION \$

oversight for the diagnostic analysis and needs assessment to provide technical assistance and support in development of the TIP and to monitor implementation of the TIP. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation		06/30/2015	<ul style="list-style-type: none"> Consultants Performance Assessments 	BUDGET:
The district has contracted with Laura Witherington, an outside consultant to guide the district through a self-audit. Data collected through the self-audit will be used to develop the Targeted Improvement plan. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
During the fall semester of the 2012-2013, the Mulberry Pleasant View Bi County Schools will begin to develop the Targeted Improvement Plan (TIP) for the three focus schools in the district. Action Type: Alignment Action Type: Equity	Dana Higdon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
The site based school improvement specialist will submit monthly reports from the district to the Arkansas Department of Education School Improvement Specialist.	Jane Ziegler	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal	To provide support to the school leadership, the district will establish a district leadership team to ensure that "real change" is being implemented district wide.
Benchmark	ID01- The district will establish a district leadership team with specific duties and time for planning.
Benchmark	Intervention 1, Action 1 IMO: 2012-13 meeting 75% of the time 2013-14 meeting 85% of the time and 2014-15 100% of the time.
Benchmark	Intervention 1, Action 2, IMO: Structure for meetings will be added to district policies 100% by 2013-14.
Benchmark	Intervention 2, Action 2, IMO: Newly developed statement of purpose 100% completed by 2013-14.

Intervention: During the Fall of 2012-13, the district will establish a leadership team composed of the superintendent, all three principals, and the school improvement specialist.

Scientific Based Research: School Leadership That Works, Robert Marzano 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
During the school year of 2012-13, the district leadership will meet regularly (at least bi-weekly) There will be an agenda and minutes will be taken.	Dana Higson	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
During the school year 2012-13, a structure will be developed for these meetings and incorporated into the district 2013-14 policies.	Dana Higdon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 1D02- The district leadership team will have a written statement of purpose and by-laws for their operation.

Scientific Based Research: School Leadership That Works - Robert Marzano 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
During the School Year 2013-14, the district leadership will conduct meetings based on the newly developed statement of purpose and by-laws	Dana Higdon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
During the School Year 2013-14, the district leadership team members will provide help to the "school leadership teams" to write school statements of purpose and by-laws for their own meetings.	Dana Higdon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Jan Williams	Member	ACSIP Leadership
Classroom Teacher	Brandi Crumrine	teacher	ACSIP Leadership
Classroom Teacher	Charity Shelly	Member	Literacy
Classroom Teacher	Heather Smyth	Member	Math
Classroom Teacher	Linda Proffitt	Member	Literacy
Classroom Teacher	Lorraine Dohle	Member	ACSIP Leadership
Classroom Teacher	Sarah Sperry	teacher	ACSIP Leadership
Classroom Teacher	Sarah Welsh	teacher	Math
Classroom Teacher	Shawn English	Member	Literacy
District-Level Professional	Dana Higdon	Member	ACSIP Leadership
Principal	Brad Williams	Member	ACSIP Leadership
Principal	Dennis Fisher	Member	ACSIP Leadership
Principal	Toni Hopkins	Member	ACSIP Leadership