

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2016

Mountain Springs Elementary NCES - na

Cabot School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 03/28/2016
	Evidence:	As a district, the administrators from the individual buildings and curriculum areas, serve as a leadership team for the district. The administrative team meets monthly with our school district superintendent to discuss academics, programming, goals, district policies, and professional matters within the district. Following the district meetings, administrators follow the same pattern by sharing necessary information with the building leadership team in twice monthly meetings. The Leadership Team also meets to reflect, review, and determine specific areas of need and goals based on input given from teachers and staff in the school. After the leadership meetings, grade level chairs take the information and share with the members of their team to discuss, plan, and implement the actions given. The team structure has been highly beneficial and productive at Mountain Springs Elementary due to the ongoing communication and high level of commitment to meeting all needs of all students.
	Added date:	

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 2 (0%)

Assess	Level of Development:	Initial: Limited Development 10/29/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Agenda is prepared prior to meeting and the team leader brings the agendas to the team meeting. During the meeting, new agenda items might be added throughout the discussion as new topics are brought up among the group. Following the team meetings, agendas and other communication are put in the Team Leader notebook as documentation.	
Plan	Assigned to:	Brandy Gwatney	
	How it will look when fully met:	When this objective is fully met, team leaders will guide their individual team with an agenda for each meeting to provide the most effective outcome.	
	Target Date:	09/30/2015	
	Tasks:		
	1. Agendas will be created by team leaders prior to team meeting. This will ensure that attendees know what is to be expected ahead of time and they can prepare for the discussion that will take place.		
	Assigned to:	Jillian Anderson	
	Added date:	03/31/2015	
	Target Completion Date:	09/30/2015	
	Frequency:	weekly	
	Comments:		
	2. Members within the team will use their agendas to guide their meetings. They will ensure that the meeting stays on track by keeping time and using the agenda to ensure their meeting is moving forward.		
	Assigned to:	Stacy Bean	
	Added date:	03/31/2015	
	Target Completion Date:	09/30/2015	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently developing our Leadership Team. In the past, a Leadership team has been established that meets monthly. However, our team now has a new focus of meeting twice monthly to assess and monitor progress towards meeting our indicators.	

Plan	Assigned to:	Melanie Fox
	How it will look when fully met:	When this objective is fully met, our Leadership Team will be meeting consistently twice a month, for at least an hour each time. We will have prepared agendas, minutes, stay focused, and follow through with plans that are made in each meeting. Our team will consist of our principal, grade level representatives, as well as other staff members. This team will work together to make decisions and plans for our school that will benefit each child and staff member that we serve.
	Target Date:	09/30/2015
	Tasks:	
	1. Meetings and agendas will be created twice a month for the Leadership Team to meet together for at least an hour each time.	
	Assigned to:	Melanie Fox
	Added date:	03/31/2015
	Target Completion Date:	09/30/2015
	Frequency:	twice monthly
	Comments:	
	2. Meetings will be run in an organized manner that provides opportunities for the team to work together to make decisions for our staff, as well as our students that will lead to a productive and progressive school environment.	
	Assigned to:	Melanie Fox
	Added date:	03/31/2015
	Target Completion Date:	09/30/2015
	Frequency:	twice monthly
	Comments:	
Implement	Percent Task Complete:	0%
School Leadership and Decision Making		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Tasks completed: 0 of 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 03/31/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our Principal, Mandy Watkins, conducts walk-throughs, observations, and conferences with each teacher in the building to monitor the instruction that is taking place in each classroom.

Plan	Assigned to:	Mandy Watkins
	How it will look when fully met:	Our principal will monitor lesson plans that are being provided, and then will follow up with conferencing and observations of the lesson plans that were given. When this objective is fully implemented, all teachers will be providing high quality instruction based on the standards given and feedback from our principal.
	Target Date:	05/31/2016
	Tasks:	
	1. The principal will be given copies of lesson plans from teachers in the school weekly to ensure that rigorous teaching practices are taking place.	
	Assigned to:	Mandy Watkins
	Added date:	03/31/2015
	Target Completion Date:	09/30/2015
	Frequency:	weekly
	Comments:	
	2. The principal will be a visible part of daily instruction by being personally involved in the curriculum by conducting conferences, observing implementation of the lessons, and periodically walking through each classroom. This will ensure that high quality education is taking place, as well as that the attitudes and behaviors of students and teachers are positive in the working environment.	
	Assigned to:	Mandy Watkins
	Added date:	03/31/2015
	Target Completion Date:	09/30/2015
	Comments:	
Implement	Percent Task Complete:	0%
School Leadership and Decision Making		
Aligning classroom observations with evaluation criteria and professional development		
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)	
Status	In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 03/28/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	At Mountain Springs Elementary, there is a high accountability standard for teachers, as well as all other professional staff. The principal, Mandy Watkins, conducts formal and informal observations on all staff members, which are facilitated through the Bloomboard program, and staff are assessed using the Arkansas Department of Education evaluation system, TESS. To obtain accurate observations, the principal goes into classrooms weekly to ensure that quality instruction is taking place in every classroom throughout the school. After completion of formal observations, conferences are held with the classroom teacher and principal to discuss what was observed, give constructive criticism, as well as praise on what areas the teachers are succeeding in. When planning for professional development opportunities for staff members, some components are based on district level needs. However, building level professional development is structured on skills and practices that are identified as a high need area of improvement or a new skill that would be beneficial for our building. When focusing on individual leadership opportunities, new teachers in our building are assigned a mentor teacher to guide them, support them, and assist them with building their professional and academic skills to become a highly qualified teacher. This relationship will allow them to have the additional support, but also be able to form their own identity in the school community, and develop their abilities to make responsible decisions and conclusions in their educational career. As a leadership team, we take all considerations into account for the general functioning of our school. The team focuses on planning, designing, implementing, as well as evaluating our educational practices to determine the successfulness of each. As a team, we met to discuss current educational practices being used in our building, as well as ideas for how we can improve specific academic areas in the future. Each grade level member was able to bring their observations, feedback, and data to share with the team, and we were able to develop a more detailed plan of implementation to better meet the needs of our students. We will also use this information to plan for professional development opportunities for the upcoming year.
Plan	Assigned to:	Not yet assigned
	Added date:	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/28/2016

	Evidence:	Teachers at Mountain Springs Elementary develop their individual professional development plans based on their subject level, their instruction areas, and their classroom observations completed by the school administration. Each year, our teachers identify an area or areas that will be the focus on their professional development plan. Once developed, it is approved by our school principal, Mandy Watkins. When approving, she makes sure that each plan is aligned with the district and school goals that will ensure that our students are receiving the highest level of educational opportunities possible. Beyond their individual plans, teachers and staff also work collaboratively with each other to provide accountability, as well as to gain knowledge of practices from each other. Although developed individually, the implementation is done as a team, with other staff and administration, to ensure that goals are being met.	
		Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Throughout the school year, our staff participates in embedded, on-going professional development opportunities. This year, our focus is based on "Teach Like a Pirate." After completing a section of their material, their interpretations are discussed and applied to teaching strategies in the classroom. A school Leadership Team has been established consisting of the principal, counselor, and a representative from each grade level. The team meets monthly to discuss academic progress being made in the classrooms, and what can be done to improve the current level of academic instruction. Each grade level provides information to the team that can be utilized across the building to create positive results for our students. Within the team, a strong support system has been formed that works to meet the academic and social needs of our students. Teachers participate in professional development opportunities at the beginning of the contract year, throughout the school year, as well as during the summer. The teachers receive training in math and literacy training, as well as discipline and classroom management, such as Conscious Discipline.	
Plan	Assigned to:	Mandy Watkins	

	How it will look when fully met:	As we implement this goal, we will have professional learning that increases our educator effectiveness and the results and achievement for all students. This will occur during our embedded meetings conducted each month with teams of teachers throughout the day. Our current focus is student engagement. We are participating in a Book Study using Teach Like a Pirate. We also meet monthly as a professional learning community to conduct Kid Talks. This professional learning development gives each staff member an opportunity to bring a student strength or weakness to the team to discuss and determine what strategies or interventions are needed to help this individual student find success. Teachers also participate in specific learning communities that provide support and training in the areas of literacy, math, science as well as classroom management. Our Learning Communities will be committed to continuous improvement, collective responsibility as team members and goal alignment based on standards and expectations. Our Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation. Evidence of this goal will be an increase in student achievement and engagement in all academic and social areas of development.	
	Target Date:	05/27/2016	
	Tasks:		
	1. School staff members will be given a copy of the book, "Teach Like a Pirate." They will also be given a schedule of reading expectations and discuss among their grade level team. It will then be applied to their instruction and management in their classroom.		
	Assigned to:	Mandy Watkins	
	Added date:	11/13/2015	
	Target Completion Date:	05/27/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	At this time, we have limited development of offering extended learning opportunities for our students. At Mountain Springs, we are a non Title I elementary school, which limits us due to not receiving federal funding to support the extended learning opportunities and strategies. In previous school years, we have offered an after school tutoring program for a limited time in the Spring in preparation for state assessments. However, this year we have not yet received our test data from the 2014-2015 school year, and we are preparing for a new assessment for the 2015-2016 school year, which causes difficulty in planning for extended learning opportunities.
Plan	Assigned to:	Not yet assigned
	Added date:	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/28/2016
	Evidence:	At Mountain Springs Elementary, we work collaboratively with the district to ensure that we are recruiting and hiring highly-qualified teachers by participating in the interview process with applicants following a screening process that is conducted by staff members who specialize in specific curriculum areas. When interviewing a candidate, the administration looks for candidates that best meet qualifications of showing professionalism, strong instructional strategies, the ability to work as a team, behavioral management. It is also important that candidates are willing to participate in professional development that enable them to continue to grow as an educator, as well as support parental involvement. The main goal of the interview conducted by our building principal is to find a candidate that is willing to meet the needs of the "whole child." After the hiring process is complete, the principal works closely with the new staff member to ensure that they are maintaining the high level of expectations.
	Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 03/28/2016
	Index:	4 (Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At Mountain Springs Elementary, we are a Preschool-Fourth Grade building, so we are not necessarily preparing them for college and careers. However, we do focus on skills that prepare them to be a successful student throughout their academic careers. In guidance counseling, as well as in other areas of their instruction, students receive whole group counseling on learning responsibility, making good decisions, working with others, as well as career opportunities. The teachers reinforce the importance of being hard workers and being goal oriented. We have a time that we focus on the benefits of attending college where students are able to discuss different college opportunities, what is offered in college, and teachers show their support by wearing their college t-shirt and discussing their college experiences. We also offer career day for the students where they are given the opportunity to hear from many different professionals in the work force about possible career options and what is involved in becoming a member of that profession. Students are also encouraged to dress as their future career choice and discuss setting goals for themselves and how to obtain them. At Mountain Springs, we strive to prepare our students for their future by providing positive experiences and instilling self confidence and goal setting opportunities for all students.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/28/2016	
	Evidence:	At Mountain Springs Elementary, this indicator is met at both district and building level. The Cabot School district has a curriculum specialist for the individual areas of literacy, math, and science that meet with an instructional team of teachers throughout the year to build academic units that are aligned with the Common Core concepts, principles, skills, and objectives. Training for these units will be provided through professional development and reinforced and supported at the building level. Teachers also have a common planning time weekly to meet with their team to prepare the implementation of curriculum standards, as well as determine how to differentiate for the learning needs of each student.	
	Added date:		

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 10/28/2015
	Evidence:	<p>Mountain Springs Elementary uses benchmark tests and standards-based assessments to monitor students' progress throughout the year, as well as to identify how to differentiate their instruction to meet the needs of each student in their classroom. Progress monitoring is completed at minimum at the beginning, middle, and end of the school year. In the area of literacy, teachers use Dibels (K-2), DRA, and DSA. For math, a math assessment is completed at the end of each math module. Students are also assessed in math using Front Row and Sum Dog. Their instructional level is determined based on the individual student results.</p> <p>As a way to discuss and review the results, a monthly "Kid Talk" is held consisting of the principal, assistant principal, counselor, and grade level teachers. Teachers present students who are a concern in the classroom, and their progress is discussed. An RTI meeting is also held monthly to focus specifically on the "at-risk" students who are not performing on grade level in the classroom. Following the presentation of data, the committee (principal, assistant principal, grade level team leaders, interventionists, special education teachers, and due process designee) discusses specific intervention plans needed to adjust the students instruction to provide additional academic assistance. Common interventions give include: small group literacy or math intervention, additional classroom interventions with the general education teacher, special education referral, or a follow-up at the next meeting.</p> <p>We have seen positive academic progress from using the assessments given throughout the school year in order to differentiate and align the curriculum for our individual students.</p>
	Added date:	

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 2 (0%)

Assess	Level of Development:	Initial: Limited Development 03/11/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers will guide their instruction by standards provided by the state, as well as pacing guides provided by our district. They will assess their instruction using a variety of methods to ensure that proper instruction is being given.	
Plan	Assigned to:	Mandy Watkins	
	How it will look when fully met:	When this objective is fully met, all classroom instruction within our school will be completely aligned with the pacing guides provided by the Instructional Facilitators in the district, as well as the standards provided by our State.	
	Target Date:	09/30/2015	
Tasks:			
	1. Teachers will align their lesson plans for daily instruction directly with the state standards and pacing guides provided to them from the district, as well as the state.		
	Assigned to:	Jessica Sharp	
	Added date:	03/31/2015	
	Target Completion Date:	09/30/2015	
	Frequency:	daily	
	Comments:		
	2. Teachers' lesson plans and instruction will be monitored and observed by our principal and assistant principal.		
	Assigned to:	Mandy Watkins	
	Added date:	03/31/2015	
	Target Completion Date:	09/30/2015	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	0%	
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/28/2015	
	Evidence:	Goal 1: Mountain Springs Elementary will employ communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction. • Mountain Springs Elementary will distribute a monthly newsletter to parents that is developed with participation of	

the parent-school organization, principal, staff, and parent volunteers. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.

- Mountain Springs Elementary will create a Web site to house pertinent information, including school news and upcoming school events. Parents are also able to access their child's grades using a PIN number they received at the beginning of the school year. Parents may use e-mail to communicate with members of the school staff. Parents are also informed of school news and events via the Mountain Springs Twitter and Facebook pages.
- Each teacher at Mountain Springs Elementary will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.
- Mountain Springs Elementary teachers, will routinely contact parents on an individual basis to communicate about their child's progress.
- Mountain Springs Elementary will provide to parents reports/report cards every nine weeks with information regarding their child's academic progress and upcoming classroom and school events.
- Mountain Springs Elementary will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.

Goal 2: Mountain Springs Elementary will use the following proposed parent meetings, conferences and activities throughout the year to increase parental involvement and build staff and parent capacity. (Must include the 2 state mandated parent/teacher conferences each year.)

- Open House (August 13, 2015): Families have the opportunity to visit classrooms and meet faculty members. Parents receive information about ways to volunteer, transportation for students, free/reduced lunch, as well as the student handbook regarding school policies and procedures.
- PreK Book Program (monthly): Each month, PreK families will meet with the PreK Family Manager, Lori Phillips, to receive a book and coordinating activities that will provide practice with literacy and math skills.
- Report to the Public (September 24, 2015): Families will be given information about the school and the instruction their child will receive throughout the school year. Parents will be given a report regarding the state of the school and the plans for the upcoming school year.
- Parents Make a Difference Night (September 24, 2015): Families have the opportunity to visit classrooms in order to learn about daily classroom expectations and procedures as well as instructional strategies that can be employed at home to increase student achievement. Parents and their child will experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement.
- Parent/Teacher Conferences (October 19th, 20th, and 22nd) (March 14th, 15th, and 17th): Teachers will hold conferences individually with parents of children in their

classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. Parents will engage in discussion of how they can support their child at home. Conferences are scheduled at various times (3:00-6:00) during the day or evening to better accommodate parents.

- Grandparents Day (September 17th and 18th): Mountain Springs Elementary will host a special day to recognize grandparents. Grandparents are given the opportunity to have lunch with their grandchildren and learn about daily school activities.

- Scholastic Book Fair (September 14th-18th): Families have an opportunity to attend the book fair with their children to purchase books and encourage the love of reading among students. Volunteers are able to help set up/tear down the book fair, as well as assist students/families in purchasing books.

- Making Math Meaningful Night (October 13): Families will have the opportunity to attend a math informational night that will provide parents with an overview of the math standards and the research behind them. They also will be given grade-level specific games and activities to use at home with their children.

- One Book, One School (January 2016): Every family at Mountain Springs will be provided a book along with coordinating literacy activities to complete together as a family.

- Academic Night (Spring Semester-TBA)-Mountain Springs Elementary will host a special opportunity for families to participate in engaging activities that are aligned with classroom curriculum. Each grade level will present families with content related activities for them to engage with their children.

- Mountain Springs Elementary will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

- Library assistant
- Reading buddy
- Mentor
- Teacher assistant
- Tutor
- Special parent lunches
- Book fair helpers
- Grandparents Day
- Workroom volunteers
- Field day volunteers
- Family nights
- Parent education workshops
- Open House
- Parent-Teacher organization
- Red Ribbon week
- Music/Art performances
- PreK/Kindergarten/Fourth grade graduation
- Various committees

Goal 3: Mountain Springs Elementary will provide information to parents regarding volunteering (must include

state mandated parent training) through a variety of opportunities.

- Mountain Springs Elementary will provide opportunities for parents and community members to support the instructional program through such programs as Reading Buddies, tutoring, and special friends.

- Mountain Springs Elementary will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientations of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

- Mountain Springs Elementary will work Cabot Middle School North/South to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special orientation programs for parents and students to help with the transition. Parents will have the opportunity to meet the new teachers at the end of the school year.

- Mountain Springs Elementary will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteers, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the Cabot School District for at-home parental instruction approved by the Department of Education.

- The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than two (2) hours of professional development for administrators designed to enhance understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

Goal 4: Mountain Springs Elementary will provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan.

- Mountain Springs Elementary will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.

- The school will ask parents to serve on curricular and instructional review committees. To support this process, Mountain Springs Elementary will offer both school staff and parents training on how to contribute to this process in a meaningful way.

2015-2016 Parental Involvement Committee

Heather Hardister (parent)

Amber Brown (parent)

Jennifer Cimino (parent)

Jessica Sharp (teacher)
Lori Phillips (PreK Family Service Manager)
Amanda Eggerth (teacher, PI facilitator)

- To take advantage of community resources, Mountain Springs Elementary shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- Mountain Springs Elementary shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.

2015-2016 PTO OFFICERS

President - Heather Hardister
Vice President – Pam Wood
Vice President - Jessica Ward
Secretary – Nikki Poe
Treasurer – Christen Higgins
Historian – Amber Brown

- Mountain Springs Elementary will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Parents as Teachers program and, Home Instruction programs for Preschool Youngsters, and state-run pre-school programs.

Goal 5: Mountain Springs Elementary will provide resources for parents through a variety of means.

- Parents may check out materials, use the computer to check grades, and visit educational Web sites. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.
- Mountain Springs Elementary will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail...).
- To promote and support responsible parenting, Mountain Springs Elementary shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.
- Mountain Springs Elementary has created a Parent Center, which is located in the "Tub Room" across from the Kindergarten hall.
- Included in the Mountain Springs Elementary handbook is the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. (District Handbook)
- The principal of Mountain Springs Elementary, Mandy Watkins, shall designate (1) certified staff member (Amanda Eggerth) who is willing to serve as a parent facilitator.

Goal 6: Mountain Springs Elementary will engage parents in the evaluation of our parental involvement efforts.

• Mountain Springs Elementary will engage parents in the annual evaluation of our parental involvement efforts by collecting evidence through the use of a survey. The survey will question parent’s satisfaction with the program and the school’s efforts to increase parental involvement. The survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.

Goal 7: Mountain Springs Elementary will use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year.

• Mountain Springs Elementary will ask parents to complete a parent interest survey at the registration or at the beginning of each school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically.

• Mountain Springs Elementary will use the results of the parent interest survey to plan the parental involvement activities for the year.

• Mountain Springs Elementary will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.

Added date: