

## MOUNTAIN SPRINGS ELEMENTARY

### Arkansas Comprehensive School Improvement Plan

#### 2013-2014

Climbing to New Heights in Education at Mountain Springs Elementary, as we prepare students to become productive citizens, by meeting the academic, physical, social, and emotional needs for Every Child, in Every Classroom, Every Day. It's all about kids!

For the 2013/2014 school year we now have three years of student data for our building. This student data is used to determine our priorities and goals for student achievement and AYP. Previously -Mountain Springs Elementary was a newly established school for 2010/2011 in Cabot, Arkansas. With the opening of Mountain Springs Elementary, rezoning was required among the elementary schools. Mountain Springs Elementary drew a large amount of their student population from Magness Creek Elementary, Northside Elementary, and Eastside Elementary. For the purpose of reviewing student data, we pulled all data from the incoming schools and students to determine our priorities and goals for student achievement and AYP.

Grade Span: K-4      Title I: Not Applicable

School Improvement:

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##### **Priority 2:** Literacy

**Goal:** To improve literacy skills in the areas of comprehension with a focus on practical reading, as well as, writing skills across the curriculum with an emphasis on content.

**Goal:** To acquire and apply skills in phonemic awareness, phonics, vocabulary, comprehension, and fluency.

**Goal:** To apply a wide range of strategies as students write using the writing process appropriately and effectively.

##### **Priority 3:** Wellness

**Goal:** The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase education of families and the community in the area of total wellness.

##### **Priority 4:** Parental Involvement

**Goal:** To provide opportunities for parental and community involvement. Mountain Springs Elementary will comply with the Parental Requirements as outlined in ACT 307, of 207.

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Priority 1:	To improve student's mathematics skills in problem solving and written explanation. <ol style="list-style-type: none"><li>1. The 4th grade CRT Math: In 2013, 97% of the combined population of students attending Mountain Springs Elementary scored proficient or advanced. In 2012, 95% of the combined population of students attending Mountain Springs Elementary scored proficient or advanced. In 2011, 98% of the combined populations of students attending Mountain Springs Elementary scored proficient or advanced. The scores reflect the data of our first year as a school. Due to rezoning, there was no 4th grade data for 2010.</li></ol>
Supporting Data:	<ol style="list-style-type: none"><li>2. The 3rd grade CRT Math: In 2013, 92% of the combined population of students attending Mountain Springs Elementary scored proficient or advanced. In 2012, 95% of the combined population of students attending Mountain Springs Elementary scored proficient or advanced. In 2011, 93% of the combined populations of students attending Mountain Springs Elementary scored proficient or advanced. The scores reflect the data of our first year as a school. The 3rd grade NRT Math: in 2010, 97% of the combined populations of</li></ol>

- students attending Mountain Springs Elementary from three elementaries within the district scored proficient or advanced. Areas of focus for our students will be geometry open response, as well as number and operations open response.
3. The 2nd grade NRT Math: In 2013, 83% of students scored at or above the national percentile ranking. In 2012, 69% of students scored at or above the national percentile ranking. In 2011, students scored 62% scored proficient or advanced. This data is based on the ITBS assessment and reflect scores from our first year as a school. The 2nd grade NRT Math: in 2010, 67% of the combined populations of students attending Mountain Springs Elementary from three elementaries within the district scored proficient or advanced. Areas of focus for our students will be geometry and measurement, as well as problem solving.
  4. The 1st grade NRT Math: In 2013, 89% of the combined ppulations of students attending Mountain Springs Elementary scored at or above the national percentile ranking. In 2012, 88% scored at or above the national percentile ranking. In 2011, students scored 62%proficient or advanced. This data is based on the ITBS assessment and reflect scores from our first year as a school. The 1st grade NRT Math: in 2010, 76% of the combined populations of students attending Mountain Springs Elementary from three elementaries within the district scored proficient or advanced. Areas of focus for our students will be estimation and problem solving.
  5. Kindergarten students were not assessed in 2013. Kindergarten students were not assessed in 2012. Kindergarten ITBS scores were not reported due to a question of validity of the assessment. The Kindergarten NRT Math: in 2010, 82% of the combined populations of students attending Mountain Springs Elementary from three elementaries within the district scored proficient or advanced. Areas of focus for our students will be data and probability.
  6. In 2013, the Targeted Achievement Gap Group of economically disadvantaged students in 4th grade scored 92% proficient or advanced in math on standardized testing, and in 3rd grade scored 76% proficient or advanced in math on standardized testing.
  7. The average daily attendance for Mountain Springs was 94% in 2013.

**Goal** To improve students mathematics problem solving skills, while focusing on open-response, geometry, measurement, and data analysis.

**Benchmark** In 2013-2014, the goal for Mountain Springs Elementary is to increase the combined population's tests results by 3%. Further, the Targeted Achievement Gap Group of economically disadvantaged students will increase by 6% in the area of math as evidenced by standardized testing conducted throughout the school year.

Intervention: Implement strategies for problem solving skills.				
Scientific Based Research: Robert Barr and William Parrett, 2003, Saving Our Students, Saving Our Schools				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Content area/activity teachers will receive training in problem solving techniques across the curriculum as evidenced by professional development. Action Type: Professional Development	Sandra Kirklin, Stephanie Robertson, Elizabeth Redd, Natalie Abramovitz, Lisa Park, Carla Garland, Victoria Smith, Lindsa	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Classroom teachers will receive training in open response problem solving strategies focusing on	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julva Gandy, Keith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

geometry, measurement, and data analysis during Math Solutions, TLI, Cabot Links, and Making Math Meaningful as evidenced by professional development. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Hayes, Amy Vailes		<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
Ed Tech will use Cabot Public Schools technology software to engage students in problem solving strategies aligned with classroom instruction as evidenced by lesson plans. Action Type: Alignment Action Type: Technology Inclusion	Sandra Kirklin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Write Special Education goals and objectives aligned with Common Core for all Special Education students as evidenced by IEP and lesson plans. Action Type: Special Education	Tracey Sanders, Ashley Clifton, Whitney Burns, Sylvia Melton, San Coay, Patricia Holetz, Stacey Gullett, Missy Woods	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Math instruction in K-4 classrooms will be aligned with the Common Core Frameworks. Action Type: Alignment	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A grades 2-4 interventionist will provide additional math instruction for targeted achievement gap group students. Action Type: Equity	Jennifer Bradley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Align Mathematics curriculum with Common Core State Standards.

Scientific Based Research: Robert Barr and William Parrett, 2003, Saving Our Students, Saving Our Schools

Actions	Person Responsible	Timeline	Resources	Source of Funds
Write Special Education	Tracey	Start:	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	

goals and objectives aligned with Common Core for all Special Education students as evidenced by IEP and lesson plans. Action Type: Special Education	Sanders, Ashley Clifton, Whitney Burns	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Develop a trade book library that facilitates and is aligned to the introduction of math concepts through literature. Post titles to Cabot Links for teacher access and collaboration as evidenced by Destiny. Purchased from Media Library Books. Action Type: Alignment Action Type: Collaboration	Carla Garland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use classroom computers or any computer source to access the aligned curriculum through Cabot Links for each subject and grade level as evidenced by the teacher's lesson plans. Action Type: Alignment Action Type: Technology Inclusion	Mandy Watkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide professional development training for the Making Math Meaningful model of math instruction and alignment including 1:1 coaching, seminars, training on Cabot Links, and visitations to district lab classes as evidenced by professional development documentation. This will be provided through Professional Development Budget. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Mandy Watkins, Amy Vailes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Pretest kindergarten students using Qualls to align with Common Core State Standards at the beginning of the school year as evidenced by assessment data of test results in the Fall. Action Type: Alignment	Stacy Bean, Amy Adams, Diana Graf, Victoria Smith, Melanie Fox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>Collaborate and provide aligned enrichment services for students identified as gifted and talented. Parental engagement will involve professional training concerning the G/T program as evidenced by G/T parent night, student portfolios, and district-wide curriculum.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Caroline Gairhan	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Develop a professional library for math instructional resources for teacher collaboration as evidenced by professional development library.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Carla Garland	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Central Office</li> <li>School Library</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Offer aligned training opportunities for teachers to attend professional development to reach the 60 hour state requirement including 6 hours of technology, TESS, Child Maltreatment, and district policies. Providing collaboration of building staff to meet state standards as evidenced by professional development documentation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	Mandy Watkins, Amy Vailes	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Collaborate with the High School PALS Program to have PALS include a math game in one or more tutoring sessions as evidenced by the counselor's PALS schedule.</p> <p>Action Type: Collaboration</p>	Melanie Fox	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Implement math instruction as evidenced by lesson plans from Cabot Links.</p>	Victoria Smith, Lindsay	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Alignment	MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	06/30/2014		BUDGET:
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Total Budget: \$0

Intervention: Address academic needs for subpopulations in the areas of Special Education and Free and Reduced Lunch students.

Scientific Based Research: Richard DuFour, Robert Eaker, and Gayle Karhanek, 2004, Whatever It Takes

Actions	Person Responsible	Timeline	Resources	Source of Funds
Special Education staff will collaborate with classroom teachers to implement a resource and inclusion program for Special Education students to target areas of need in Mathematics as evidenced by IEP's and lesson plans. All teachers are highly qualified. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Tracey Sanders, Ashley Clifton, Whitney Burns	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Low SES students and other students not performing on grade level will receive interventions as listed on their AIP. Interventions will be performed by classroom teachers. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Conduct grade level parent meetings to clarify intended outcomes and provide strategies that enable parents to reinforce the learning at home as evidenced by agenda. Copies of Standards Based Report Cards will be shared and explained. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
A Student Services Team (RTI) will be implemented to discuss and analyze student data. The team will	Melanie Fox, Mandy Watkins, Amy Vailes, Jane	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

be looking for/at interventions that show a student has significant needs that can not be met in a general education setting as evidenced by intervention documentation. Action Type: Alignment Action Type: Collaboration	Willard, Jennifer Bradley, Tammy Thorn		<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Total Budget:				\$0

Intervention: Develop standards-based lessons for math.

Scientific Based Research: National Council of Teachers of Mathematics. Standards 2000- Principles and Standards for School Mathematics: Discussion Draft

Actions	Person Responsible	Timeline	Resources	Source of Funds
Include aligned open-response problem solving in lesson plans for all students as evidenced by lesson plans. Action Type: Alignment Action Type: Equity	Mandy Watkins, Amy Vailes,Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide aligned open-response test-prep materials for collaboration at each grade level for all students as evidenced by TLI data. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Amy Vailes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Align and add new math manipulatives to supplement current collaborative teaching aids and center activities as evidenced by classroom walk throughs and purchase orders. To be provided though Library Periodicals and Instructional Budget. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes, Mandy Watkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Purchase and aligned math related magazines and professional journals as evidenced by professional	Carla Garland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

development library. Action Type: Alignment				
Utilize Instructional Facilitator, K-1 Interventionist, and 2-4 Interventionist to align, and collaborate classroom instruction for all students with the use of research based instructional strategies and technology as evidenced by lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Sandra Kirklin, Jane Willard, , Jennifer Bradley, Amy Vailes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Require Highly Qualified Teacher (HQT) status for all teachers as evidenced by checklist documentation. Action Type: Professional Development	Mandy Watkins	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Purchase and provide professional development for ipods, itouches, iPads, SMART boards, SMART slates, and document cameras as evidenced by purchase orders and media inventory. Action Type: Professional Development Action Type: Technology Inclusion	Mandy Watkins, Amy Vailes, Elizabeth Martin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
In developing standards-based lessons, the necessary materials and supplies will be provided through the instructional budget as evidenced by purchase orders. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mandy Watkins, Amy Vailes	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Provide the necessary materials and supplies for implementing the skills based on Common Core State Standards to instruct students at their appropriate level of	Mandy Watkins, Amy Vailes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



instruction as evidenced by the assessments used daily in the classroom and the Interim Assessments from the Learning Institute. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
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Total Budget: \$0

Intervention: Implement Performance Assessments as evidenced by progress monitoring.

Scientific Based Research: Smart Start/IPAS, Benchmark Released Items, and Teacher-Made Assessments- Entire Documents

Actions	Person Responsible	Timeline	Resources	Source of Funds
Review, collaborate, and desegregate the Benchmark Exam scores and other data sources to improve teaching strategies and interventions listed on all students' AIPs as evidenced by professional development embedded hours and grade level meetings. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Mandy Watkins, Amy Vailes, Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Administer interim assessments from the Learning Institute aligned with the district pacing guides. Collaborate and desegregate the data and determine appropriate remediation, based on professional training and needs of special education students as evidenced by assessment data and intervention documentation. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Amy Vailes, Melanie Fox, Mandy Watkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide and collaborate professional development	Mandy Watkins, Amy Vailes	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	

<p>on the new state format for reporting AMO and test results using the growth model for special education and all students as evidenced by professional development documentation and AMO progress.  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Review and desegregate data from Qualls, ITBS, and Benchmark to create AIP's and IRI's to improve teaching strategies and remediation interventions in alignment and collaboration with the standards. This action will be provided for special education, as well as all students as evidenced by grade level meetings, AIP documentation, and IRI's.  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education</p>	<p>Mandy Watkins, Amy Vailes</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: To improve literacy skills

1. The Fourth Grade CRT Literacy: In 2013, 94% of the combined population of students attending Mountain Springs Elementary School scored proficient or advanced. In 2012, 96% of the combined population of students attending Mountain Springs Elementary School scored proficient or advanced. In 2011, 92% of the combined populations of students attending Mountain Springs Elementary scored proficient or advanced. The scores reflect the data taken from the school's first year. Due to rezoning, there was not 4th grade data for the 2010 school year.
2. The Third Grade CRT Literacy: In 2013, 96% of the combined population of students attending Mountain Springs Elementary School scored proficient or advanced. In 2012, 95% of the combined population of students attending Mountain Springs Elementary School scored proficient or advanced. In 2011, 84% of the combined populations of students attending Mountain Springs Elementary scored proficient or advanced. The scores reflect the data taken from the school's first year. The Third Grade NRT Literacy: in 2010, 91% of the combined populations of students attending Mountain Springs Elementary from three elementaries within the district scored proficient or advanced. An area of focus for these students will be practical reading open response.
3. The Second grade NRT Literacy: In 2013, 82% of students attending Mountain

Supporting Data:

Springs Elementary School scored proficient or advanced. In 2012, 77% of the combined population of students at Mountain Springs Elementary scored at or above the national percentile rank. In 2011, students scored 69% proficient or advanced in reading and 56% proficient or advanced in language. This data is based on the ITBS assessment and reflect scores from our first year as a school. The Second Grade NRT Literacy: in 2010, 80% of the combined populations of students attending Mountain Springs Elementary from three elementarys within the district scored proficient or advanced. An area of focus for these students will be informational reading comprehension.

4. The First Grade NRT Literacy: In 2013, 78% of students attending Mountain Springs Elementary School scored proficient or advanced. In 2012, 83% of the combined population of students at Mountain Springs Elementary scored at or above the national percentile rank. In 2011, students scored 72% proficient or advanced in reading and 88% proficient or advanced in language. This data is based on the ITBS assessment and reflect scores from our first year as a school. The First Grade NRT Literacy: in 2010, 76% of the combined populations of students attending Mountain Springs Elementary from three elementarys within the district scored proficient or advanced. An area of focus for these students will be functional reading comprehension.
5. In 2013, Kindergarten students did not participate in the state assessment. In 2012, Kindergarten students did not participate in the state assessment. Kindergarten ITBS scores were not reported due to questions about the validity of the assessment. The Kindergarten NRT Literacy: in 2010, 77% of the combined populations of students attending Mountain Springs Elementary from three elementarys within the district scored proficient or advanced. Areas of focus for these students will be word reading and phonemic awareness.
6. In 2013, the Targeted Achievement Gap Group of economically disadvantaged students in 4th grade scored 67% proficient or advanced in literacy on standardized testing. The 3rd grade students in this same target group scored 88% proficient or advanced in literacy on standardized testing.
7. The average daily attendance for Mountain Springs in 2013 was 94%.

Goal To improve literacy skills in the areas of comprehension with a focus on practical reading, as well as, writing skills across the curriculum with an emphasis on content.

Benchmark In 2013-2014, the goal of Mountain Springs Elementary is to improve the combined population's test results by 3%. Further, the Targeted Achievement Gap Group of economically disadvantaged students will increase by 6% in the area of literacy.

Intervention: Comprehension instruction will emphasize monitoring comprehension using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge, and using mental imagery.				
Scientific Based Research: Donald N. Langenberg P.h.D., National Reading Panel Report (2000), Stephanie Harvey- Strategies at Work (2008)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each teacher in grades K-4 will utilize the explicit teaching procedure for comprehension instruction in literacy and core curriculum classes. Whole group instruction and small group instruction will be utilized by lesson plan and observation. Action Type: Alignment Action Type: Equity	Mandy Watkins, Amy Vailes, Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
The instructional leader will	Mandy	Start:	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	

<p>monitor the level of implementation in classrooms according to the observations, classroom walk-throughs, and TESS components. The instructional leader will collaborate with the teacher to discuss the level of implementation as evidenced by the protocol.  Action Type: Collaboration  Action Type: Equity  Action Type: Program  Evaluation</p>	<p>Watkins, Amy  Vailes</p>	<p>07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All students will participate in comprehension strategy instruction. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers, curriculum based websites, Turning Point, Flip Cams, SMART technology, homework as listed, or specific interventions on students' AIPs. This will be evidenced by teacher observation and evaluation.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Special Education  Action Type: Technology Inclusion</p>	<p>Mandy  Watkins, Amy  Vailes, Carla  Garland,  Victoria Smith,  Lindsay  MacMillan,  Sharon  Thompson,  Julya Gandy,  Keith Hayes</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will utilize the Developmental Reading Assessment (DRA) as a placement tool for leveling reading instruction to meet the needs of the students in grades K-4. Additional diagnostic assessments will be administered to those students shown to be at risk in the area of reading. Progress in grades 1-4 will be monitored periodically throughout the school year with pacing assessments by using TLI. The CRT will be the outcome</p>	<p>Victoria Smith,  Lindsay  MacMillan,  Sharon  Thompson,  Julya Gandy,  Keith Hayes</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

assessment for reading in grades 3-4. This will be evidenced by the outcome on the ITBS for reading comprehension in grades 1-2 and the Augmented Benchmark for grades 3-4. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
Teachers will participate in Comprehensive Literacy training, such as ELLA and Effective Literacy for content areas to learn about comprehension instruction as evidenced by professional development documentation. Action Type: Professional Development	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Literacy instruction in K-4 classrooms will be aligned with the Common Core frameworks. Action Type: Alignment	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Align and utilize whole group science notebooks in grades K and 1. Action Type: Alignment Action Type: Equity	Elizabeth Redd, Victoria Smith, Lindsay MacMillan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Align and utilize science notebooking in grades 2, 3, and 4 with all students as evidenced by science notebooks. Action Type: Alignment Action Type: Equity	Elizabeth Redd, Sharon Thompson, Keith Hayes, Julya Gandy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Plan, collaborate, align, and implement Family Math, Science, and Literacy Night for K-4 grades and their parents as evidenced by parental involvement. Action Type: Alignment Action Type: Parental Engagement	Elizabeth Redd, Mandy Watkins, Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal To acquire and apply skills in phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Benchmark In 21013-2014, the goal of Mountain Springs Elementary is to improve the combined population's test results by 3%.

Intervention: Implement the strategies of Comprehensive Literacy Model.

Scientific Based Research: Guided Reading; Guiding Readers and Writers- Fountas and Pinnel, Word Journeys, Word Sorts and More- Ganske; Apprenticeship in Literacy, Teaching for Deeper Comprehension, Shaping Literate Minds, Scaffolding Young Writers- Dorn and Soffos; Strategies at Work- Harvey; Bringing Words to Life- Beck

Actions	Person Responsible	Timeline	Resources	Source of Funds
All 1st-4th grade students will be screened with the Developmental Spelling Analysis (DSA) for placement of instruction. Word study/spelling will be progress monitored with a weekly spelling assessment. Action Type: Alignment Action Type: Program Evaluation	Amy Vailes, Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Each teacher in grades 1-4 will utilize and collaborate the explicit teaching procedure, as noted in Bringing Words to Life (2002), for vocabulary instruction in literacy and core curriculum classes. Literacy teachers in grades 1-4 will provide 10-15 minutes of vocabulary study each day. Action Type: Alignment Action Type: Collaboration	Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students will participate in explicit vocabulary instruction. Additional practice may be integrated in literacy centers and in content areas such as Social Studies/Science or as homework. This will be evidenced by the interventions on the student's AIPs. Action Type: AIP/IRI Action Type: Equity	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes, Laura Schuch, Jessica White	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal To apply a wide range of strategies as students write using the writing process appropriately and effectively.

Benchmark In 2013-2014, the goal for Mountain Springs Elementary is to improve the combined population's test results by 3%.

Intervention: Students will use the Comprehensive Literacy approach to writing instruction to include writing-to-learn, writing-to-demonstrate learning, and authentic writing.

Scientific Based Research: Ralph Fletcher, Writing Workshop (2001); Linda Dorn and Carla Soffos, Scaffolding Young Writers (2001)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Writing instruction will be aligned with the ELA Framework Standards to enhance students writing strategies. Action Type: Alignment</p>	<p>Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Each teacher in grades K-4 will utilize the explicit teaching procedure for aligning instruction in literacy and core curriculum classes. Action Type: Alignment Action Type: Professional Development</p>	<p>Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk throughs. The instructional leader will confer with the teacher to discuss the level of implementation. All teachers should be certified and highly qualified, which is evidenced by classroom walk throughs and TESS components. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Mandy Watkins, Amy Vailes</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All students will participate in writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers and available technology. All students identified as not meeting the expectation for success will receive additional writing instruction in small groups. These interventions will be listed on the students' AIP. This</p>	<p>Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>

will be evidenced with classroom observations, assessments, and student/teacher conferences until the expectation is met. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion				
Total Budget:				\$0

Priority 3: To improve the health and academic performance of our students through nutrition education and physical fitness activities.

Supporting Data: 1. 98% of the combined population of Kindergarten, Second, and Fourth grade students participated in the BMI screenings during the 2012-2013 school year.

Goal: The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase education of families and the community in the area of total wellness.

Benchmark: During the 2013-2014 school year, the average of School Health Index Module 8 scores will increase by 25%.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.				
Scientific Based Research: Healthy Arkansas and Arkansas Center for Health Improvement. Let's Get Physical-Promotion and Education Strategies by Dr. Hal Wechsler. <a href="http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf</a> .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will provide access to information about local community-based programs for physical activity and healthy eating through the Cabot Public Schools homepage via the internet as evidenced by <a href="http://www.mypyramid.com">www.mypyramid.com</a> and Cabot Parks and Recreation. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Mandy Watkins, Lia Bell, Lisa Park, and Kelley Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$
The school will provide parents and families with educational materials regarding wellness and will be sent home via the student about the benefits of physical activity and healthy eating information as evidenced by sending home brochures. Action Type: Parental Engagement	Lisa Park, Jamie Oitker, Lia Bell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$



Action Type: Wellness				
The Child Nutrition Department will offer wellness training classes hosted by the school parent teacher organizations as evidenced by having guest speakers at PTO meetings and/or family nights. Action Type: Professional Development Action Type: Wellness	Erin Wilkes, Anita Funk, Mandy Watkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	ACTION BUDGET: \$
Select school personnel will be trained in recognizing signs of asthma and treatment as evidenced by professional development documentation. Action Type: Professional Development Action Type: Wellness	Mandy Watkins, Lia Bell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Faculty will have the opportunity to be trained in CPR, basic first aid, and defibrillator usage as evidenced by professional development documentation. Action Type: Parental Engagement Action Type: Wellness	Lia Bell, Mandy Watkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Families will be encouraged to provide healthy snacks and drinks while at school as evidenced by parent letters and monthly lunch menus. Action Type: Parental Engagement Action Type: Wellness	Anita Funk	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Implement strategies from Fit 4 Life into the daily physical education instruction. Purchase the equipment required to teach health wellness activities as evidenced by purchase orders. Action Type: Equity Action Type: Professional Development Action Type: Wellness	Lisa Park	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
In partnership with the Rice Depot, students that are in need will be provided a backpack of healthy, easy to prepare snacks and meals as evidenced by meal cabinet. Action Type: Equity Action Type: Parental	Melanie Fox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Engagement Action Type: Wellness				
Implement SPARK curriculum in K - 4 PE classes. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Lisa Park	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Implement "Adventures in Fitness" in the classroom as a part of morning meeting once weekly. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Lisa Park, Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Implement a walking program for 3rd - 4th grade students. Students will walk on our outdoor walking track in the mornings three days a week. Action Type: Wellness	Lisa Park, Jessica Sharp	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will provide Physical Fitness Workout Sessions after school for staff participation. Action Type: Collaboration Action Type: Wellness	Jessica Sharp, Lisa Park, Caroline Gairhan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: To provide opportunities for parental and community involvement throughout the school year.
- Supporting Data:
- In the Fall of 2012, 97% of the parents participated in the Parent Teacher Conferences. In the Spring of 2012, 100% of the Mountain Springs parents attended Parent Teacher Conferences. When surveyed in regards to specific interest for Mountain Springs parents, 20% responded to the survey in ways they would like to be more involved.
  - During the 2012-2013 school year, the average daily attendance of students was 94%.
- Goal: To provide opportunities for parental and community involvement. Mountain Springs Elementary will comply with the Parental Requirements as outlined in ACT 307, of 207.
- Benchmark: The 2012-2013 goal is to collect data for parental attendance at conferences, PTO meetings, Watch Dog Dads, and other school functions as reflected on the sign in sheets as the baseline data.

Intervention: Implement a parent and community involvement plan to increase student success in all areas and provide support for their families.				
Scientific Based Research: Henderson, A.T. and Berla N. (Ed.)(1994). A New Generation of Evidence: The Family is Critical to Student Achievement. Washington D.C. Center of Law and Education. Jordan., Orozco, E. and Averett, A. (2001).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Inform and collaborate with parents about the Augmented Benchmark, grade level expectations and other pertinent	Stacy Bean, Jessica Sharp, Jill Geran.	Start: 07/01/201 3 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

information concerning all students. Provide School/Parent Compacts as evidenced by Parent Augmented Benchmark Night and parent information packets. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sharon Thompson	06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Update Pinnacle to collaborate with parents informing them of all student achievement, as well as classroom events/activities as evidenced by the parent viewer. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jessica Sharp	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Collaborate to provide a Family Literacy and Math Night for all students in each grade level to demonstrate a few activities for families to implement at home aiding in literacy and math skills as evidenced by attendance, sign in sheets, and an agenda. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mandy Watkins, Amy Vailes, Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Collaborate to provide information concerning all students to parents through the Mountain Springs Elementary and Cabot Public Schools websites as evidenced by Mountain Springs website hits. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Brandy Gwatney, Amanda Eggerth, Carla Garland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Invite, encourage, and collaborate with parents, alumni, and community members to participate in school events and activities throughout the year as evidenced by meeting and attendance. Action Type: Collaboration Action Type: Parental Engagement	Mandy Watkins, Melanie Fox, Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide activities and wellness events supporting responsible parenting and active parent involvement through PTO meetings and family nights as	Mandy Watkins, Lia Bell, Lisa Park, Victoria	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

evidenced by sign-in sheets and agendas. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	4		
Develop and collaborate to create a Parent/Alumni/Community/Advisory Committee as evidenced by members of the committee. Action Type: Collaboration Action Type: Parental Engagement	Mandy Watkins, Stacy Bean, Jill Geran, Sharon Thompson, Jessica Sharp	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Develop a Parent Resource Center to provide and collaborate with parents concerning needed materials and supplies and providing computer access to parents to promote achievement for all students. The school's process for resolving parental concerns is in the handbook. These actions are evidenced by parent center use. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Stacy Bean, Jill Geran, Jessica Sharp, Sharon Thompson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Collaborate with the community to offer cafeteria, playground area, and activity building for community events, such as: scouting, 4H, pageants, etc., and sporting events, such as: football team practice, cheerleading team practice, basketball practice, etc. to increase parental involvement for all students as evidenced by advisory parental involvement meetings as evidenced by various community groups. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mandy Watkins, Amy Vailes, Melanie Fox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$
Develop Parent/Teacher Organization (PTO) to encourage activities for parental/community and student involvement, such as: Fall Festival, Walk-a-Thon, Dr. Seuss' Birthday, Grandparents Day, Winter Wonderland, Career Day, etc., as evidenced by PTO minutes and agenda. Action Type: Collaboration Action Type: Equity	Mandy Watkins, Stacy Bean, Jill Geran, Sharon Thompson, Jessica Sharp	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement				
Invite, collaborate, and encourage parents to chaperone school field trips as evidenced by permission slips and background checks. Action Type: Collaboration Action Type: Parental Engagement	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide student handbooks to parents to inform them and collaborate with them concerning school policies for all students as evidenced by the handbook signature page. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Hayley Tacker, Elizabeth Martin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Utilize Standards-Based Report Cards for K-4 to improve communication, alignment, and collaboration with parents on student skills as evidenced by Report Cards. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Victoria Smith, Lindsay MacMillan, Sharon Thompson, Julya Gandy, Keith Hayes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Offer opportunities for positive male role models by asking family and community members to participate and collaborate in the Hallway Heroes program as evidenced by attendance. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Stacy Bean, Jessica Sharp, Sharon Thompson, Jill Geran, Hayley Tacker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Send home monthly news calendars to collaborate with parents concerning information about menus, special dates, and announcements for all students as evidenced by lunch menu and agenda. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mandy Watkins, Elizabeth Martin, Melanie Fox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Appoint a parent facilitator to coordinate activities and communication between parents and faculty as evidenced by supplemental salary notebook. Action Type: Collaboration Action Type: Parental	Stacy Bean, Jill Geran, Jessica Sharp, Sharon Thompson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Engagement				
A Report to the Public will be held to inform parents other community members about achievement on yearly assessment results, Smart Core, and percentage of parent volunteers throughout the school year as evidenced by a sign in sheet and agenda. Action Type: Parental Engagement Action Type: Program Evaluation	Mandy Watkins, Stacy Bean, Jill Geran, Sharon Thompson, Jessica Sharp	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers and faculty members will assist with new kindergarten and pre-k transition to Mountain Springs Elementary as evidenced by registration forms and sign in sheets. Action Type: Parental Engagement	Mandy Watkins, Elizabeth Martin, Hayley Tacker, Melanie Fox, Lia Bell, Victoria Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Kenneth James	Farm Bureau Insurance	Literacy
Business Representative	Stephanie May	State Farm Insurance	Math
Classroom Teacher	Alice Pugh	Third Grade Teacher	Literacy
Classroom Teacher	Amanda Eggerth	Second Grade Teacher	Literacy
Classroom Teacher	Amy Adams	Kindergarten Teacher	Math
Classroom Teacher	Ashley Clifton	CBI Special Ed Teacher	Data
Classroom Teacher	Beverly Boyd	Fourth Grade Teacher	Literacy
Classroom Teacher	Brandy Gwatney	Second Grade Teacher	Math
Classroom Teacher	Carol Skiba	First Grade Teacher	Literacy
Classroom Teacher	Diana Graf	Kindergarten Teacher	Math
Classroom Teacher	Hillary Collier	Third Grade Teacher	Literacy
Classroom Teacher	Jessica Sharp	Fourth Grade Teacher	Math
Classroom Teacher	Jill Geran	First Grade Teacher	Literacy
Classroom Teacher	Jillian Shamblin	Second Grade Teacher	Literacy
Classroom Teacher	Julya Gandy	Fourth Grade Teacher	Literacy
Classroom Teacher	Kathie Earley	First Grade Teacher	Math
Classroom Teacher	Keith Hayes	Third Grade Teacher	Math
Classroom Teacher	Kelly Spencer	Health and Wellness Coordinator	Math
Classroom Teacher	Kim Rowe	Fourth Grade Teacher	Math
Classroom Teacher	Lindsay MacMillan	First Grade Teacher/Parental Involvement Coordinator	Math
Classroom Teacher	Natalie Abramovitz	Art Teacher	Math
Classroom Teacher	Sharon Thompson	Second Grade Teacher	Math
Classroom Teacher	Stacy Bean	Kindergarten Teacher	Literacy

Classroom Teacher	Stephanie Robertson	Music Teacher	Literacy
Classroom Teacher	Tracey Sanders	Resource Teacher	Literacy
Classroom Teacher	Victoria Smith	Kindergarten Teacher	Literacy
Classroom Teacher	Whitney Burns	CBI Special Ed Teacher	Math
Community Representative	Sarah Hagge	Former Teacher/College Professor	Parental Involvement
Non-Classroom Professional Staff	Anita Funk	Cafeteria Manager	Data
Non-Classroom Professional Staff	Carla Garland	Media Specialist	Literacy
Non-Classroom Professional Staff	Caroline Gairhan	Gifted and Talented Teacher	Literacy
Non-Classroom Professional Staff	Elizabeth Martin	Lead Secretary	Data
Non-Classroom Professional Staff	Elizabeth Redd	Science Lab Teacher/ Interventionist	Literacy
Non-Classroom Professional Staff	Hayley Tacker	Secretary	Data
Non-Classroom Professional Staff	Jane Willard	K-1 Interventionist	Literacy
Non-Classroom Professional Staff	Jenie James	Paraprofessional	Literacy
Non-Classroom Professional Staff	Jennifer Bradley	2-4 Interventionist	Math
Non-Classroom Professional Staff	Jessica White	Speech Therapist	Literacy
Non-Classroom Professional Staff	Laura Schuch	Speech Therapist	Literacy
Non-Classroom Professional Staff	Lia Bell	School Nurse	Data
Non-Classroom Professional Staff	Lisa Park	Physical Education Teacher	Math
Non-Classroom Professional Staff	Melanie Fox	Counselor	Parental Involvement/Data
Non-Classroom Professional Staff	Missy Woods	CBI Paraprofessional	Math
Non-Classroom Professional Staff	Patricia Holetz	CBI Paraprofessional	Data
Non-Classroom Professional Staff	San Coay	CBI Paraprofessional	Literacy
Non-Classroom Professional Staff	Sandra Kirklin	Computer Lab Manager	Math
Non-Classroom Professional Staff	Stacey Gullett	CBI Paraprofessional	Literacy
Non-Classroom Professional Staff	Sylvia Melton	Paraprofessional	Literacy
Non-Classroom Professional Staff	Tammy Thorn	SPED Designee	Data
Non-Classroom Professional Staff	Tracey Harvey	Paraprofessional	Literacy
Parent	Heather Hardister	PTO President	Parental Involvement
Parent	Tasha Thomas	Parent/Junior Auxiliary Representative	Math
Principal	Amy Vailes	Assistant Principal	Math/Literacy/Parental Involvement
Principal	Mandy Watkins	Principal	Literacy/Math/Parental

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