



## School Plan

Print Version

### HOLT MIDDLE SCHOOL

### Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Holt Middle School is to promote hope, relationships, and academics.

Grade Span: 5-7

Title I: Title I Schoolwide

School Improvement: SI\_4

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#### Table of Contents

##### Priority 1: Literacy

**Goal:** 60% of all students will meet or exceed their growth increment goal in Literacy with regard to MAP testing.

##### Priority 2: Math

**Goal:** 60% of all students will meet or exceed their growth increment in Math with regard to MAP testing.

##### Priority 3: Parent Involvement

**Goal:** Holt will cultivate strong parent/school/community relationships in order to strengthen student achievement.

##### Priority 4: Wellness

**Goal:** Students participating in the BMI activity will show improvement in their cardiovascular, muscular strength/endurance, and flexibility.

##### Priority 5: Title III/ELL- Budgeting and Support

**Goal:** All ELL students will improve in reading, writing, math.

##### Priority 7: SCHOLASTIC AUDIT

**Goal:** All staff at Holt Middle School will participate in the development, alignment and improvement of the district curriculum. It will be rigorous, intentional and aligned to state and local standards.

**Goal:** Holt Middle School's instructional program will actively engage all students by using effective, varied and research-based practices to improve student performance.

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Priority 1: All students will become proficient or advanced in literacy.

1. ACSIP CRT Data Source for HOLT MIDDLE SCHOOL Benchmark- 5th Grade Literacy Exam 2014 # of Students Tested and Percent of Students Scoring Proficient/Advanced 136 students: 91% of Combined Students 14 students: 86% of African American Students 78 students: 95% of Caucasian Students 22 students: 82% of Hispanic Students 54 students: 82% of Economically Disadvantaged Students Combined Subpopulation: Trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: (MC)-Practical Passage (78%) and Literary Passage (80%) and (OR)-Literary Passage (4.7/8.0) and Content Passage (5.2/8.0). The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content Domain (3/4 points) and Style Domain (3/4 points). ACSIP CRT Data Source for HOLT MIDDLE SCHOOL Benchmark- 6th Grade Literacy Exam 2014 # of Students Tested and Percent of Students Scoring Proficient/Advanced 217 students: 76% of Combined Students 36 students: 59% of African American Students 116 students: 81% of Caucasian Students 42 students: 72% of Hispanic Students 139 students: 68% of Economically Disadvantaged Students Combined Subpopulation: Trend analysis of the open response and multiple choice questions: In the three types of reading passages revealed that the lowest identified area(s) are: (MC)- Content Passage (64%) and Practical Passage (68%) and (OR)- Practical Passage (4.8/8.0) and Literary Passage (5.1/8.0) The trend analysis of the open response questions in

Supporting Data:

the five writing domains revealed that the lowest identified area(s) are: Content Domain (3/4 points) and Style Domain (3/4 points). ACSIP CRT Data Source for HOLT MIDDLE SCHOOL Benchmark- 7th Grade Literacy Exam 2014 # of Students Tested and Percent of Students Scoring Proficient/Advanced 213 students: 76% of Combined Students 37 students: 59% of African American Students 111 students: 81% of Caucasian Students 28 students: 72% of Hispanic Students 126 students: 68% of Economically Disadvantaged Students Combined Subpopulation: Trend analysis of the open response and multiple choice questions: In the three types of reading passages revealed that the lowest identified area(s) are: (MC)- Literacy Passage (68%) and Content Passage (75%) and (OR)- Literary Passage (4.7/8.0) and Content Passage (5.1/8.0) The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content Domain (2.8/4.0 points) and Style Domain (2.8/4.0 points).

2. NWEA/MAP Growth Data: In 2014, 525 students were tested for growth using the Measurement of Academic Progress assessment at 3 points throughout the school year. 5th Grade Growth Report: 126 tested 71% met growth goal 6th Grade Growth Report: 205 tested 78% met growth goal 7th Grade Growth Report: 194 tested 65% met growth goal
3. Attendance Rate: 2013-2014: The daily attendance rate for the building was 95%.
4. COMPREHENSIVE NEEDS ASSESSMENT: Holt Middle School conducted a three year data trend analysis of literacy achievement using the results from ITBS, MAP, and ACTAAP exams. Results for both the All Students Population and the Targeted Achievement Gap Group were examined, along with NCLB populations, to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: Practical Passage/Content Passage, multiple-choice and Content and Style portions of the writing rubric. We examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments, and professional development practices to better meet the needs of all our students. In addition, we meet in core teaching teams daily, as an entire faculty weekly, in departmental teams monthly, and with an instructional facilitator weekly so that we can review formative, "real time," classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We monitor student progress on the CIAA Portal.

Goal

60% of all students will meet or exceed their growth increment goal in Literacy with regard to MAP testing.

Benchmark

During the 2014-2015 school year, Holt Middle School will meet or exceed the Annual Measurable Outcome (AMO) for Performance (2015 84.79% for All Students and 77.02% for Targeted Achievement Gap Group) and for Growth (2014 AMO 84.33% for All Students and 76.87% for Targeted Achievement Gap Group). Holt will also meet or exceed the AMO's for all NCLB subpopulations. For both the 2013-2014 and the 2012-2013 school year, Holt Middle School MET the AMO's for Performance and Growth in the All Students population and the Targeted Achievement Gap Group.

Intervention: Holt teachers and students will be provided high quality materials and resources to create a school of proficient readers and writers.				
Scientific Based Research: Step Up to Writing, Maureen E. Auman. Marzano's High-Yield Instructional Strategies				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Using district funds, all grades will subscribe to the online tools, "Expert Space" and "BrainPop," broadening the range of reading levels and materials available to students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Becky Baum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Holt will hold an annual spelling bee and geography bee to encourage expanding vocabulary, practical reading, and word study. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tammy Bradley/Bryce Vellios	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this intervention by reviewing expenditures for materials	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>and resources and by surveying the teachers about the effectiveness of the funds used for this intervention. The staff determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. Students have access to high quality reading materials in every classroom in the building and teachers are able to display these materials in an attractive, inviting manner. ACTAAP Literacy scores, and MAP data show that this intervention is valuable in terms of supporting our efforts to increase student literacy using diverse media. During the 2014-2015 school year, we plan to maintain this protocol. We will use all available data, including Staff/student surveys, MAP testing data, and PARCC Literacy scores, to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2015/2016 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. The following EVALUATION RESULTS demonstrate that this intervention was valid. Fall to Spring growth for the 2013-2014 school year showed that 71% of students met their MAP Growth goal. Fall to Spring growth for the 2013-2014 school year show that 71.3% of students have tested at or above grade level. 81% of students achieved Proficient/Advanced on the 2014 ACTAAP Literacy exam. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	
<p>To foster a literacy-rich environment, in alignment with the ADE Literacy Lab philosophy, the school will procure appropriate reading materials and supplies and create rooms conducive to a good reading atmosphere. Title I funds will be used to purchase the books, technology, and other accessories designed to provide all students with an interactive, literary-rich environment. (\$200 Dugas, \$200 Austin) Action Type: Equity Action Type: Title I Schoolwide</p>	Ashley Ragland	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials \$400.00 &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$400</p>
<p>Supplemental reading materials and supplies will be purchased for struggling readers and writers, particularly for the school's ELL population (Microphones for R180, EReads Read 180). This will include Read180 materials. Action Type: Equity Action Type: Program Evaluation</p>	Ashley Ragland	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials \$150.00 &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$150</p>
<p>Holt will promote school-wide and community-wide literacy by conducting reading/writing celebrations. This will include a Family Literacy Night (10/3/2014). Funds will be used to purchase food and literacy station</p>	Ashley Ragland	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased \$500.00 Services: Title I - Materials \$500.00</p>

materials. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide				& Supplies:  ACTION BUDGET: \$1000
Supplemental writing materials and supplies will be purchased to meet the needs/interests of all students. (\$240 Lego Story Starter Kit- Kennett) Action Type: Collaboration Action Type: Equity	Lori Kennett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies:  ACTION BUDGET: \$240
Total Budget:				\$1790

Intervention: Holt teachers will conduct a variety of intervention programs for students who need remediation in literacy. The criteria used to determine need will be the Arkansas Benchmark scores, formative and summative classroom assessments, MAP results, and teacher recommendations.

Scientific Based Research: Lexia (lexialearning.com); Read180 by Scholastic; QuickReads by Pearson

Actions	Person Responsible	Timeline	Resources	Source of Funds
HIGHLY QUALIFIED: Holt Core Teachers, all of whom are highly qualified according to federal standards, will integrate reading and writing instruction into every content area. Action Type: Equity Action Type: Title I Schoolwide	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
AIP/IRI: According to the guidelines of ACT 35, each student scoring below proficient will have an AIP created with the involvement of parents, teachers, and counselors. Parent signatures will be required for all AIPs. AIP students will participate in intervention classes and activities designed to provide POINT-IN TIME REMEDIATION for the development of the skills necessary to pass the various CRT exams. The process for determining students in need of remediation will be the following: 1)Benchmark scores and other pertinent data will be recorded on a Google Doc for the entire school population. 2) This data will be coded so that students scoring below proficient on Benchmark, or below the 33 percentile on MAP will be apparent. 3) Individual student needs will be reviewed by core teachers, counselor, ESL/Sped teacher (if appropriate), and principal. 4) This team will recommend appropriate interventions. 5) Parents will be notified of these recommendations either in writing or at the fall parent/teacher conferences. 6) Holt will have the following literacy programs available to provide flexibility in placing students in appropriate reading and writing levels (Tier II and Tier III) according to their needs: 1)Reading/Writing Workshop, 2) READ 180, 3)QReads, 4) Lexia, 5) RAZ Kids, 6) Co-taught Social Studies/Language Arts, and	Becky Baum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>7)Rewards. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>Holt will hire highly-qualified teachers to provide intervention services for struggling readers and writers. This will be in addition to the daily literacy instruction these students receive. Parents will be notified of student participation in extended literacy instruction.(Ferguson 0.57FTE (Salary \$44694.36, Benefits \$11620.53), Flores 1FTE (Salary \$15,637.30, Benefits \$4,065.70), Fowler 1FTE (Salary \$18,475.18, Benefits \$4,807.33) Action Type: AIP/IRI Action Type: Collaboration Action Type: SIF 1003(a) ARRA Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Matt Morningstar</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee \$20493.00 Benefits: Title I - Employee \$78806.00 Salaries: <hr/>ACTION BUDGET: \$99299</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: Holt Middle School conducted a three year data trend analysis of literacy achievement using the results from ITBS, MAP, and ACTAAP exams. Results for both the All Students Population and the Targeted Achievement Gap Group were examined, along with NCLB populations, to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: Practical Passage/Content Passage, multiple-choice and Content and Style portions of the writing rubric. We examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments, and professional development practices to better meet the needs of all our students. In addition, we meet in core teaching teams daily, as an entire faculty weekly, in departmental teams monthly, and with an instructional facilitator weekly so that we can review formative, "real time," classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We monitor student progress on the CIAA Portal. Action Type: Program Evaluation</p>	<p>Matt Morningstar</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p><hr/>ACTION BUDGET: \$</p>
<p>Rigor, Relevance, and Relationships (Literacy): Regular monthly meetings of our (Literacy) ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated Curriculum and Interventions designed to improve our ability to</p>	<p>Sarah Jewell/Ashley Ragland</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

<p>improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress and Support Systems in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better facilitate Rigor, Relevance, and Relationships for all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored through the collection of Formative and Summative Data so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Action Type: Equity</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through pre/post testing (Scholastic Reading Inventory, MAP), CRT/NRT assessments (ACTAAP/ITBS), and common local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. Specific intervention progress monitoring assessments were utilized to determine student growth (i.e. Read 180). The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: 72.98% of TAGG students scored Proficient/Advanced. In addition, 84% of students in this intervention made greater than 1.5 yrs reading growth. During the 2014-2015 school year, we plan to follow the protocol listed above. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Results will be reported in our 2015-2016 ACSIP plan Action Type: Program Evaluation</p>	Sarah Jewell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$99299
Intervention: Holt will provide its students and teachers with a rich, diverse library, media collection and technology to create a school of proficient readers and writers. These will be integrated into the curriculum through direct and indirect instruction by the library media specialist.				
Scientific Based Research: School Library Research: Research Journal of the American Association of School Librarians, American Library Association, 2014				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Using the district selection policy, the Holt media center will provide students and staff with access to a rich collection of diverse and up-to-date resources such as books, research and instructional materials, videos, and learning games which support students in reaching challenging state learning expectations in all content areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Sarah Jewell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The media specialist will provide opportunities for independent and group research projects that are integrated with classroom instruction and that result in written pieces that demonstrate students' abilities to communicate content knowledge. Action Type: Collaboration	Sarah Jewell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Students and staff will use technology to access information for content learning, to motivate students, to develop reading and writing skills, and to publish student work. Holt utilizes a Technology Specialist during literacy projects and with Lexia in ELA classes. The TS also supplements literacy instruction by working with teachers individually and as grade level teams. Jon Whisenhunt (Salary \$4,718.12, Benefits \$1,226.72) Action Type: Collaboration Action Type: Technology Inclusion	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Employee \$4718.12 Salaries: Title I - Employee \$1226.72 Benefits:  ACTION BUDGET: \$5944.84
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program by doing an inventory of library holdings and an informal survey of the Holt staff. Holt has built up a tremendous library collection of: 17,000 books, 60 audiobooks, 30 Playaways (Digital Audio Books), hundreds of eBooks/Digital Audio Books available via FPS Magic Wall, and subscriptions to 10 periodicals. In addition to its regularly scheduled classes, the library serves approximately 40 students (8%), individually, each school day. According to a Google Doc Survey taken at the end of the year, the Holt staff believes that the library does an outstanding job of supporting their literacy instruction and research projects. The librarian uses the materials purchased to motivate students to read, to help students learn to conduct effective research on a wide range of topics, and to support teachers in selecting and acquiring appropriate instructional materials. Action Type: Program Evaluation	Sarah Jewell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The media specialist will provide Holt students a rich selection of books during the summer via the FPS Summer Bookmobile Program. The district owned Bookmobile stops at pre-selected destinations during the summer months, fully equipped with engaging literature, snack packs from the Rogers Samaritan Center, plus donated water and candy from Nestle, Inc.	Sarah Jewell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration				
Action Type: Equity				
Action Type: Parental Engagement				
Total Budget:				\$5944.84
Intervention: Professional Development				
Scientific Based Research: Teaching with Poverty in Mind by Jensen, ASCD.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM STRATEGIES: To assist in their efforts toward continuous improvement in curriculum, instruction, assessment, and student achievement, a representative segment of the Holt staff will participate in an annual planning event (June) to evaluate and reflect upon current programs and practices using formative and summative data in order to determine areas for future focus and improvement. In addition, a PEER REVIEW (September) of the Holt curriculum and practices will take place with the district planning team. Findings of the events will be recorded and shared with the entire Holt staff for further discussion and research. Changes adopted will be included in the following year's improvement goals and the student and/or staff handbooks (as appropriate). Funds will pay for facilities and materials for the planning days.(Mt. Sequoyah Facilities, Friday, May 1st \$300, Professional Resource, "Engaging Students with Poverty in Mind" by Jensen, approx \$1000) Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Purchased \$700.00 Services: Title I - Materials & \$800.00 Supplies: <hr/> ACTION BUDGET: \$1500
SCHOOLWIDE REFORM STRATEGIES: Holt teachers will participate in local, state, and national PROFESSIONAL DEVELOPMENT opportunities in literacy. Because Holt is Schoolwide Title I, at least 5% of the building's Title I allocation will be set aside for professional development for teachers and administrators which include but are not limited to: Northwest Arkansas Educational Services Cooperative, Arkansas Reading Association Conference, So Many Books - So Little Time, Reading in the Content Areas, University of Arkansas Literacy Symposium, Kagan Cooperative Learning, Arkansas Librarian Association Conference, and the Arkansas Association of Instructional Media Conference. Substitutes will be provided during release time for teachers to attend these training/conferences. Teachers will be involved with on-going data disaggregation to determine instructional and academic placement needs of students. The Instructional Facilitator will provide MENTORING activities for teachers of other content areas that are connected to the	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Purchased \$4000.00 Services: <hr/> ACTION BUDGET: \$4000



<p>professional development and include a quality coaching model to provide assistance to the teachers. This comprehensive literacy model includes job-embedded, ongoing professional development with classroom protocols and conferences with teachers. All teachers will be provided training in the winter and spring focusing on high-yield literacy strategies in content areas. Food, drinks, and snacks will be provided for all-day and evening Professional Development activities. (6th Grade ELA Team will attend and present @ 2014 ARA Conference in Little Rock, approx. \$3,000, S. Jewell, Librarian, to attend the Arkansas Association of Instructional Media Conference in Hot Springs, approx. \$250)  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned to a Novice/Probationary Observation Track and aided in developing a Professional Growth Plan to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology, 1 hour of dyslexia, and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators). Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Matt Morningstar</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program</p>	<p>Matt Morningstar</p>	<p>Start: 07/01/2014  End:</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

by reviewing the professional development received through the use of Title I funds. Holt spent more than the amount required on professional development. In surveys at a staff meeting and in ACSIP meetings, the Holt staff stated that the professional development received had helped them improve their instruction, resulting in higher levels of student achievement on the literacy Benchmark exam. Action Type: Professional Development Action Type: Program Evaluation		06/30/2015		
In accordance with district and state policies, Holt administrators will conduct routine observations of faculty (Novice/Probationary/Interim) to evaluate and provide feedback to teachers regarding the components of AR-TESS standards for teachers. Data will be made available to teachers framework.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$5500

Priority 2: All students will become proficient or advanced in math computation and problem solving.

Supporting Data:

1. ACSIP CRT Data Source for HOLT MIDDLE SCHOOL Benchmark- 5th Grade Mathematics Exam 2014 # of Students Tested and Percent of Students Scoring Proficient/Advanced 136 students: 83% of Combined Students 14 students: 57% of African American Students 78 students: 88% of Caucasian Students 22 students: 86% of Hispanic Students 54 students: 65% of Economically Disadvantaged Students Combined Subpopulation: The lowest identified area(s), based on trend analysis of open response questions in the five mathematics strands, revealed weakness in Measurement (4.2/8.0) . The lowest identified area(s), based on trend analysis of multiple choice questions, in the five mathematics strands, revealed weaknesses in Algebra (67%) and Geometry (67%). ACSIP CRT Data Source for HOLT MIDDLE SCHOOL Benchmark- 6th Grade Mathematics Exam 2014 # of Students Tested and Percent of Students Scoring Proficient/Advanced 217 students: 79% of Combined Students 36 students: 53% of African American Students 116 students: 83% of Caucasian Students 42 students: 85% of Hispanic Students 139 students: 71% of Economically Disadvantaged Students Combined Subpopulation: The lowest identified area(s), based on trend analysis of open response questions in the five mathematics strands, revealed weakness in Data Analysis and Probability (3.6/8.0) . The lowest identified area(s), based on trend analysis of multiple choice questions, in the five mathematics strands, revealed weaknesses in Measurement (65%). ACSIP CRT Data Source for HOLT MIDDLE SCHOOL Benchmark- 7th Grade Mathematics Exam 2014 # of Students Tested and Percent of Students Scoring Proficient/Advanced 213 students: 75% of Combined Students 37 students: 63% of African American Students 111 students: 77% of Caucasian Students 28 students: 79% of Hispanic Students 126 students: 64% of Economically Disadvantaged Students Combined Subpopulation: The lowest identified area(s), based on trend analysis of open response questions in the five mathematics strands, revealed weakness in Measurement (1.8/8.0) . The lowest identified area(s), based on trend analysis of multiple choice questions, in the five mathematics strands, revealed weaknesses in Measurement (51%)
2. NWEA/MAP Testing: In 2014, 525 students were tested for growth using the Measurement of Academic Progress and assessment at 3 points throughout the year. 5th Grade Growth Report 126 tested 63% met growth goal 6th Grade Growth Report 205 tested 83% met growth goal 7th Grade Growth Report 194 tested 58% met growth goal
3. Attendance Rate: 2012-2013: the daily attendance rate for the building was 95%.
4. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores of the combined population and each subpopulation from the 2014 administration of the 5th, 6th, and 7th grade Augmented Benchmark, EOC, and ITBS Exams to determine our target areas for growth. In addition, we studied the three most recent years of Attendance, Formative and Summative Achievement Data across grade levels. We aggregated and disaggregated all the data and identified Students with Disabilities and LEP students as our highest areas of need. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development and determined to study and increase the use of content reading strategies, data charts, and an advisory program. We examined routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving proficiency. Our 2014 Supporting Data Statements show the discrepancies in achievement,

among our populations. We are implementing a new district Curriculum, and modifying our Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following area reflects our greatest need within the Math Priority: Measurement. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in core teaching teams daily, as an entire faculty weekly, and in departmental teams monthly so that we can review formative, "real time," classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We will monitor student progress on the CIAA Portal.

**Goal** 60% of all students will meet or exceed their growth increment in Math with regard to MAP testing.

**Benchmark** During the 2014-2015 school year, Holt Middle School will meet or exceed the Annual Measurable Outcome (AMO) for Performance (2015 AMO 89.95% for All Students and 83.83% for Targeted Achievement Gap Group) and for Growth (2015 AMO 88.17% for All Students and 81.77% for Targeted Achievement Gap Group). For the 2013-2014 school year, Holt Middle School did not meet the Performance and Growth AMO for the All Students Population or the Targeted Achievement Gap Group.

Intervention: Math teachers will be trained to develop and/or implement and assess effective research-based math curriculum, strategies and practices.				
Scientific Based Research: Mongeau, Lillian. "EdSource." Effective Teacher Training Critical to Success of Common Core Math. Edsource.org, n.d. Web. 13 Sept. 2014.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION AND INTEGRATION OF PROGRAMS: Holt math and science teachers will participate in local, state, and national science professional development opportunities that are designed to address school improvement goals and increase student achievement. (B. Sanders, Leflar, Mobley, DeSoto to NSTA in Long Beach, CA) Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Blaine Sanders	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Purchased \$6011.16 Services:  ACTION BUDGET: \$6011.16
Holt science and math teachers will work together to create an integrated curriculum where possible. Science teachers will purchase materials and supplies that will enhance hands-on learning and demonstrate to students the inter relatedness of math and science (funded by the district). Action Type: Collaboration Action Type: Program Evaluation	Blaine Sanders	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: To assist in their efforts toward continuous improvement in curriculum, instruction, assessment, and student achievement, the Holt math and science staff will participate together in one work day to align curriculum, to develop specific cross curricular lessons, and to evaluate and reflect upon current programs and practices using formative and summative data in order to determine areas for future focus and improvement. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: Using state curriculum frameworks and pertinent assessment data, the math curriculum will be continually examined, mapped, and aligned. Holt math	Chip Martin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance</li> </ul>	ACTION BUDGET: \$

<p>teachers, all of whom are highly qualified according to federal standards, will administer formative district-developed math assessments as well as summative state and national math assessments. The results of these assessments will be shared with students and parents and used to determine; 1) areas where the curriculum and instruction need to be improved and 2) which students are in need of interventions.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through pre/post testing (MAP testing), quarterly assessments, and local summative assessments and determined that it was effective through comparisons with CRT/NRT assessments (District Course exams, ACTAAP, MAP Testing), in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: In addition, 79% scored proficient or advanced on the ACTAAP Benchmark exam. 69% of students met or exceeded their growth goal in MAP Math testing. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2014-2015 School Year, replacing the ACTAAP test results with PARCC results. Our target is that the combined population will achieve 90% proficiency in total math.  Action Type: Program Evaluation</p>	<p>Matt Morningstar</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Rigor, Relevance, and Relationships: Regular monthly meetings of our ACSIP Leadership Committee will be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated Curriculum and Interventions designed to improve our ability to improve student performance on the Math portion of all Assessments. B. The ongoing monitoring of student progress through data systems, in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored through the</p>	<p>Blaine Sanders</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

collection of Formative and Summative Data so that those strategies, which prove ineffective, can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Action Type: Collaboration Action Type: Equity				
Total Budget:				\$6011.16

Intervention: Holt will conduct a variety of intervention programs for students who need remediation in math.

Scientific Based Research: Gersten, R., Beckmann, S., Clarke, B., Foegen, A. Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Respons to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_math\\_pg\\_042109.pdf#page=19](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=19)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores of the combined population and each subpopulation from the 2014 administration of the 5th, 6th, and 7th grade Augmented Benchmark, EOC, and MAPS Exams to determine our target areas for growth. In addition, we studied the three most recent years of Attendance, Formative and Summative Achievement Data across grade levels. We aggregated and disaggregated all the data and identified Students with Disabilities and LEP students as our highest areas of need. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development and determined to study and increase the use of content reading strategies, data charts, and an advisory program. We examined routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving proficiency. Our 2014 Supporting Data Statements show the discrepancies in achievement, among our populations. We are implementing a new district Curriculum, and modifying our Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority: Geometry, Numbers and Operations, and Measurement.</p>	Blaine Sanders	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in core teaching teams daily, as an entire faculty weekly, and in departmental teams monthly so that we can review formative, "real time," classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart student progress in the CIAA Portal. Action Type: Technology Inclusion</p>				
<p>Holt will provide additional support in regular math classrooms by providing 5th and 6th grade teachers with a paraprofessional. (Tipton: Salary: \$1,757.00, Benefits: \$456.82, Smith: Salary: \$11,500.00, Benefits: \$3,000.00, Velis: Salary: \$16,858.38, Benefits: \$4,383.18) Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Matt Matt Morningstar/Blaine Sanders</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee \$7840.00 Benefits: Title I - Employee \$30115.00 Salaries: <hr/>ACTION BUDGET: \$37955</p>
<p>Holt math and science teachers will conduct a Family Math and Science Night (3/5/15) and supper to foster enthusiasm for these content areas and to encourage greater parental involvement. This will be coordinated with the Parent Involvement Committee to involve as many parents of targeted sub-populations as possible. A Financial Literacy Day will also be held in the spring (4/21/15). RESEARCH: Mitchell, Sara E., et al. "NASA Family Science Night: Changing Perceptions One Family At A Time." Advances In Space Research 42.11 (2008): 1844-1847. Academic Search Elite. Web. 26 Aug. 2014. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Blaine Sanders/Ruth Mobley</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$400.00 Title I - Purchased Services: \$600.00 <hr/>ACTION BUDGET: \$1000</p>
<p>AIP/IRI: According to the guidelines of ACT 35, each student scoring below proficient will have an AIP created with the involvement of parents, teachers, and counselors. Parent signatures will be required for all AIPs and will be procured at the fall parent/teacher conferences. AIP students will participate in district-funded intervention classes and activities designed to provide POINT-IN TIME REMEDIATION for the development of the skills</p>	<p>Becky Baum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

<p>necessary to pass the various CRT exams. The process for determining students in need of remediation will be the following:  1) PARCC scores and other pertinent data will be recorded on a spreadsheet for the entire school population. 2) This data will be coded so that students scoring below proficient will be apparent. 3) Individual student strengths/needs will be reviewed by core teachers, counselor, ESL/Sped teacher (if appropriate), and principal. 4) This team will recommend appropriate interventions. 5) Parents will be notified of these recommendations either in writing or at the fall parent/teacher conferences.  Action Type: AIP/IRI  Action Type: SIF 1003(a) ARRA</p>				
<p>School counselors and advisors will provide students with a curriculum in goal setting, high standards, academic excellence, successful test-taking strategies, and good study habits.  Action Type: Collaboration</p>	Jane Corrigan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: During the 2013-2014 School Year we elected to use CRT/NRT assessments (District Course exams, ACTAAP), pre/post assessments (MAP), quarterly assessments, and local summative assessments as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS 2014: Of the Targeted Achievement Gap Group, 71.92% achieved their performance goal in math. Of those, 65.71% met math growth expectation. 76.1% of low performing students made more than 1.5x their growth goal. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2013-2014 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer CRT/NRT assessments (District Course exams, PARCC) and quarterly assessments. MAP Testing will be administered pre-interim-and post. We expect to see a minimum of 75% scoring proficient, or advanced, on the last assessment we administer.</p>	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

We want at least 60% of student to meet their Math growth goal for the year. Action Type: Program Evaluation				
Total Budget:				\$38955

Priority 3: Provide teachers with quality professional development that will promote and enhance learning opportunities for students and for other purposes.

1. State Law - Act 307 of 2007
2. The attendance rate for 2013-2014 was 95%.
3. COMPREHENSIVE NEEDS ASSESSMENT: At the conclusion of the 2013-14 school year, we analyzed this Intervention through pre/post testing and summative annual surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement through parent involvement. We examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our applicable curriculum, instruction, and professional development practices to better meet the needs of all our students and families. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Parent Involvement Priority: Online Communication, Engagement, and Homework. We will select interventions and coordinate our various state and federal funding sources to address these areas.

Supporting Data:

We examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our applicable curriculum, instruction, and professional development practices to better meet the needs of all our students and families. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Parent Involvement Priority: Online Communication, Engagement, and Homework. We will select interventions and coordinate our various state and federal funding sources to address these areas.

Goal Holt will cultivate strong parent/school/community relationships in order to strengthen student achievement.

Benchmark The All Students Population, and Targeted Achievement Gap Group, is expected to meet the AMO target calculated by the ADE and included in the NCLB Accountability Workbook.

Benchmark Holt will organize an active PTO that will be involved in determining and supporting Holt's programs and school improvement goals.

**Intervention: Parent Involvement Plan National PTA Standards, 1998**

Scientific Based Research: Scientific Based Research: Title: "Impact of Parent Involvement on Student Achievement." Author: Campbell, S., & Glasgow, S. 2010. Abstract: Parent involvement is absolutely essential to student achievement in school and in life. The overwhelming studies and research indicate that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood throughout adolescence and beyond (Henderson & Mapp, 2002; Patrikakou, Weisberg, Redding, & Walberg, 2005). The impact that parents can have on their child's learning and achievement transcends income levels and social status. According to a study done by Anne T. Henderson and Nancy Berla, "In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: 1. Create a home environment that encourages learning; 2. Express high (but not unrealistic) expectations for their children's achievement and future careers; 3. Become involved in their children's education at school and in the community." If two of these three criteria are accomplished, children of low income families will achieve at or above the levels expected of middle class children. A child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Numerous studies have shown that the home environment has a powerful effect on what children and youth learn, not only in school but outside of school as well. This environment is considerably more powerful than the parents' income and education in influencing what children learn in the first six years of life and during the twelve years of primary and secondary education. One major reason that parental influence is so strong, is because the children spend more than ninety percent of their time from infancy throughout their childhood outside school under the influence of their parents. Therefore, ultimately the parents are their first and most important teacher. (Weinstein & Walberg, 1983, Peng & Wright, 1994, Walberg & Paik, 1997)

Actions	Person Responsible	Timeline	Resources	Source of Funds
In compliance with ACT 83, the following professional development will be provided; 3 hours of technology, 3 hours of parent involvement for administrators, and 2 hours of parent involvement for teachers. In addition to state requirements, none of which are paid for with Title I money, supplemental professional development will be offered and materials purchased to meet student needs and equip parents to be more involved. Action Type: Parental Engagement Action Type: Professional Development	Asst. Supt.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$



Action Type: Special Education				
The building principal will designate one certified staff member to serve as a co-parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007. Effectiveness will be documented by results of parental involvement survey. Action Type: Parental Engagement Action Type: Program Evaluation	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school will maintain a designated area to be used as the Parent Center. Parenting books, magazines and other supplementary materials in various languages, regarding responsible parenting and community resources will be purchased using Title I monies and made available for parents to borrow for review. Monies may also be used to provide materials for to all parents to keep and reference at home. Action Type: Parental Engagement	Sarah Jewell/Ameila Duong	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PARENT INVOLVEMENT: School Parent Compact Statement: Parents and highly qualified teachers collaborate to develop and distribute informational packets for each family, in a language that they can understand, that include: *Parental Involvement Plan *School Calendar *A School-Parent Compact *A system encouraging the home, school, the school's process for resolving parental concerns, and community connections. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Amelia Duong	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Notices will be sent to all parents, in a language they can understand, inviting them to Holt for parent involvement meetings to welcome parents and students to our school, to foster community connections, provide a description and explanation of the curriculum required by the state and used in the school, including the types of assessments and proficiency levels, as well as how to monitor a child's progress. Summative annual surveys will evaluate the parent involvement activities. (Amelia Duong) Action Type: Parental Engagement	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Holt will develop a parent email and volunteer builder online bank including an option for parents to designate how frequently they would participate in the program and include opportunities for parents to assist from home. Action Type: Parental Engagement	Kim Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each	Matt Morningstar	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	ACTION

school year. At the end of the year, the district will publish a notice in the local newspaper thanking the parents as a group for attending the conferences. Action Type: Parental Engagement		End: 06/30/2015	Staff • Teachers	BUDGET: \$
PARENTAL INVOLVEMENT: A bi-annual planning event will be held for the school's data leadership team(including administrators, counselors, teachers, staff, and parents) to review, assess, and revise the school's goals. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: \$
Holt counselors will disperse materials, including career orientation materials, to help students and parents succeed in middle school and in studies and career opportunities beyond middle school Action Type: Parental Engagement	Jane Corrigan	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
COLLABORATION: Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
TRANSITION: Each spring Holt will host an evening for students and parents of rising 5th graders. This orientation session will be designed to familiarize these students and parents with policies, procedures and expectations at the middle school level. Action Type: Parental Engagement	Linda Kime	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through pre/post testing and summative annual surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement through parent involvement. PROGRAM EVALUATION RESULTS: We followed this protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: Professional development, staff surveys, and individualized professional development focus plans. In 2013-14, 172 families returned a year-end survey. More than 70% of parents rated open-door events such as School Orientation, Rising 5th/6th Grade Meeting, Family Nights, and Parent/Teacher Conferences as effective or highly effective in facilitating communication. 52% of families	Amelia Duong	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>reported attending an evening family event at school, and there was a 3% increase in the reported use of parenting materials—both showing growth toward our goals but not meeting. 99% of parents responding rated Holt’s written communications with parents as effective (Tuesday Folders). 78% of parents responding rated Pack Newsletters and emails as effective. 2013/14 Survey Results show that 72% of parents accessed school and teacher webpages, and 90% of those found them to be helpful. For this 2014-2015 year, our improvement goals are for 100% of parents to receive parent information packets, 55% of families will attend a family night activity, 30% will attend orientation, and a 5% increase in the effectiveness of the Pack Newsletters and emails. \$</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>PARENT INVOLVEMENT: In an effort to honor and encourage parent involvement, we will recognize and celebrate active parents. Action Type: Parental Engagement</p>	Amelia Duong	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: The Parent Involvement Committee will sponsor and co-sponsor family events (Family Literacy, Bike Trail Celebration and Movie Night 10/2014 (Paper Goods, Materials for Literacy based activities, Food Items \$500 Duong), Green Pack Family Potluck 11/2014 (Ham, Paper Goods) (\$75 Sherwood), Yellow 11/2014 (\$75 Chance), Math/Science Night 3/2015, Family Fun Night 4/2015 (Entry Fees, \$550 Duong), Family Bowling Night 5/2015 (Entry Fees, \$550 Duong) throughout the year with the purpose of supporting family involvement in the school. Research indicates that greater family involvement and participation in school promotes higher achievement in their students. Funds will be used to purchase parent educational materials, books for students, motivational speakers, and refreshments. (\$1750) (Amelia Duong) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	Amelia Duong	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1750.00</p> <hr/> <p>ACTION BUDGET: \$1750</p>
<p>PARENT INVOLVEMENT: The parent involvement committee will disperse written materials to provide parents with information on how to better support their students in school. The committee will also make additional parenting materials available on the website including newsletters, videos, and curriculum supplements. (\$250 Duong - Paper and Envelopes) Action Type: Parental Engagement</p>	Matt Morningstar	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Materials &amp; Supplies: \$250.00</p> <hr/> <p>ACTION BUDGET: \$250</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: At the conclusion of the 2013-14 school</p>	Amelia Duong	<p>Start: 07/01/2014</p>		<p>ACTION</p>

<p>year, we analyzed this Intervention through pre/post testing and summative annual surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement through parent involvement. We examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our applicable curriculum, instruction, and professional development practices to better meet the needs of all our students and families. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Parent Involvement Priority: Online Communication, Engagement, and Homework. We will select interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Parental Engagement</p>	<p>End: 06/30/2015</p>	<p>BUDGET: \$</p>
<p>Total Budget:</p>		<p>\$2000</p>

Priority 4: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

1. Body Mass Index Data: Of the students assessed, the following represents the percent of students at HMS that were categorized as bring overweight and obese. In 2014, approximately 19.3% of all children measured were in the overweight category and approximately 16.8% of all children measured were identified as obese. In 2013, approximately 16.9% of all children measured were in the overweight category and approximately 20.2% of all children measured were identified as obese. In 2012, approximately 15.5% of all children measured were in the overweight category and approximately 25.4% of all children measured were identified as obese. In 2011, BMI results for Holt Middle School indicated that 41.45% of the student population was at risk of being overweight or were overweight. This is a decrease of 1.3% indicated from the 2010 BMI screening.
2. <http://www.americanheart.org/presenter.jhtml?identifier=3030527>
3. <http://farmtoschool.org>
4. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999.

Supporting Data:

The number of students who attended physical education classes on one or more days in an average week when they were in school has not significantly changed since 1995.

The number of students who watched television on an average school day for three or more hours per day has significantly decreased (5.6%) since 1999.

Goal Students participating in the BMI activity will show improvement in their cardiovascular, muscular strength/endurance, and flexibility.

Benchmark The number of students being considered overweight or at risk of being overweight, according to their BMI, will decrease by 1/2% during the 2014-15 school year when compared with the 2013-14 school year.

Intervention: Holt Middle School will encourage strategies and activities that promote a non-sedentary lifestyle. Running clubs will be offered before and after school 2 days a week and a mountain biking club will be offered one day a week.

Scientific Based Research: Harvard Prevention Resource Center on Nutrition and Physical Activity. "Planet Earth." 2003-present.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Holt students will participate in a minimum of 150 minutes of physical activity per week. This activity will take place through Holt's physical education program and through physical activities at home.            Action Type: Collaboration            Action Type: Parental Engagement            Action Type: Title I Schoolwide            Action Type: Wellness</p>	Delonna Tuttle	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>—————            ACTION BUDGET: \$</p>
<p>Student BMI assessments will be analyzed annually to determine if the goals of weight reduction are being met. Nurses and other district personnel will be involved in the collection of this data.            Action Type: Program Evaluation            Action Type: Wellness</p>	Matt Morningstar	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>—————            ACTION BUDGET: \$</p>
<p>Implement and encourage participation in physical education program taught by a highly qualified teacher that supports physical activity.            Action Type: Collaboration            Action Type: Parental Engagement            Action Type: Program Evaluation            Action Type: Wellness</p>	Matt Morningstar	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>—————            ACTION BUDGET: \$</p>
<p>In order to encourage participation in family oriented, community-based physical activity program, Holt will conduct a Family Night where information will be provided to parents and students to promote the new facilities on Holt's campus that encourage an active lifestyle. The use of community trails to bike and run will be emphasized.            Action Type: Collaboration            Action Type: Parental Engagement            Action Type: Program Evaluation            Action Type: Wellness</p>	Bobby Kelting	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>—————            ACTION BUDGET: \$</p>
<p>To assess Holt Middle School's physical education program, parents, students, and faculty members will be invited to participate in a survey.            Action Type: Collaboration            Action Type: Parental Engagement            Action Type: Program Evaluation            Action Type: Wellness</p>	Matt Morningstar	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<p>—————            ACTION BUDGET: \$</p>
<p>Holt will provide opportunities to improve the health of our students by: implementing a fitness, wellness and nutrition survey; providing nutrition plans and tips; creating individualized work-out plans; encouraging group work-out sessions; purchasing appropriate exercise equipment.            Action Type: Parental Engagement            Action Type: Wellness</p>	Bobby Kelting	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<p>—————            ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: During the 2013-2014 school year we evaluated this Intervention/Program through BMI screening, and a School Health Index Survey to determine its</p>	Delona Tuttle	<p>Start: 07/01/2014            End: 06/30/2015</p>		<p>—————            ACTION BUDGET: \$</p>

effectiveness in support of our Curriculum, Instruction, Assessment, and Professional Development. During the 2014-2015 school year we plan to use the above protocol in evaluating, and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. The plan put in place during the 2013-2014 school year was highly successful and will be kept in place for the 2014-2015 school year. Action Type: Program Evaluation Action Type: Wellness				
In compliance with ACT 83, the following professional development will be provided; 6 hours of technology, 3 hours of parent involvement for administrators, and 2 hours of parent involvement for teachers. In addition to state requirements, supplemental professional development will be offered to PE teachers in order to enhance student and staff wellness. Action Type: Professional Development	Bobby Kelting	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Promote reduction of unhealthy food choices during lunchtime.				
Scientific Based Research: <a href="http://www.farmtoschool.org/policy.htm">http://www.farmtoschool.org/policy.htm</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Holt cafeteria will offer healthy food choices for students and staff by providing appropriate fresh fruit and vegetables everyday. Regular menu items now offer lower fat options and a decrease in the fat content of a la carte items. There is an increase in reimbursable meals for all students regardless of meal status. Action Type: Wellness	Sherrie Cook	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Student BMI assessments will be analyzed annually to determine if the goals of weight reduction are being met. Interventions will be evaluated for their effectiveness based on this formative evaluation. Action Type: Program Evaluation	Matt Morningstar	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2013-2014 school year we evaluated this Intervention/Program through BMI screening, and a School Health Index Survey to determine its effectiveness in support of our Curriculum, Instruction, Assessment, and Professional Development. During the 2014-2015 school year we plan to use the above protocol in evaluating, and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. The results from the 2013-2014 school year support the continuation of the nutrition and wellness plans put in place during the 2013-14 school year. The number of overweight students dropped 2.2% from the previous school year. Action Type: Program Evaluation Action Type: Wellness	Delona Tuttle	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will improve in reading, writing, and math through well integrated P.E. lessons and units.				
Scientific Based Research: Rigor and Relevance: From Concept to Reality, by Williard R. Daggett, 2008				
Actions	Person Responsible	Timeline	Resources	Source of Funds

P.E. teachers will encourage reading through the incorporation of nonfiction texts and materials which promote wellness.	Brandon Craft	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
To improve fluency and content reading capacity, Holt P.E. teachers will implement new lessons/units using S.P.A.R.K. curriculum. These lessons/units integrate reading and writing into the physical education curriculum through the use of digital presentation and interactive technology.	Brandon Craft	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
P.E. lessons will incorporate math skills and strategies working in coordination with the Math Committee to address identified areas of weakness(Measurement, Geometry, and Numbers and Operations).	Brandon Craft	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: All ELL students will improve in reading, writing, math.

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: After reviewing data from the past 3 years, it has been determined that district ESL efforts have been effective in increasing the student achievement of ESL students. A new district ESL and Professional Development Director has been employed to facilitate these continuing efforts. In response to the increasing ESL enrollment in K-2, the district will facilitate increased early literacy interventions district-wide with DIBELS monitoring.

Goal All ELL students will improve in reading, writing, math.

Benchmark 1: The Combined Population, and each subgroup, is expected to meet the AYP target within the appropriate grade level which is calculated by the ADE and included in the NCLB Accountability Workbook.

Intervention: Improving English Language Learners literacy and math skills through Title III federal funding support.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COMPREHENSIVE NEEDS ASSESSMENT: After reviewing data from the past 3 years, it has been determined that district ESL efforts have been effective in increasing the student achievement of ESL students. A new district ESL and Professional Development Director has been employed to facilitate these continuing efforts. In response to the increasing ESL enrollment in K-2, the district will facilitate increased early literacy interventions district-wide with DIBELS monitoring.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
An ELL full time (1.5 FTE)certified teacher will be hired to provide additional support for ELL students toward language acquisition proficiencies. This teacher will enhance the established ELL program within the district by increasing the students access to services. Action Type: Equity	Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
ELL PROGRAM EVALUATION PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program through formative Rosetta Stone reports, and summative ELDA, CRT, NRT testing, and MAP growth and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: 5-7 LEP increased from 62.5% Proficient/Advanced to 67% Proficient/Advanced on the Benchmark Literacy Exam, but decreased from 73.2% Proficient/Advanced to 70% Proficient/Advanced on the Benchmark Math Exam. 72.2% of LEP students met their annual Literacy growth according to pre/post MAP tests. 61.82% of LEP students achived the annual MATH growth according to pre/post MAP tests. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the	Jennifer Page	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>2013-2014 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will report results in our 2014/2015 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p>				
<p>Classroom teachers, administrators, ESL teachers, Title III teachers, instructional assistants, parents and the Director of Federal Programs will attend professional meetings and conferences on the local, state, and national level. These conferences will be on interventions that are research based. The Homeless Coordinator, Special Ed personnel, and others will be included when appropriate. Outside resources/presenters will be brought into the district. Funds will be used to assist teachers and paraprofessionals in becoming "High Qualified." This will include using funds to pay for the ARKTESOL Conference, GLAD training, and the ESL Academy tuition and fees. This year the focus for professional development will be curriculum alignment and improvement of literacy instruction. Private school personnel will be included in district staff development initiatives.</p>	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: To use the Scholastic Audit to guide effective and continuous building level school improvement practices.

1. The Arkansas Department of Education conducted a Scholastic Audit of Holt Middle School from 10/30/2011 to 11/04/2011. Based on the Scholastic Audit performance levels,
  - 4-Exemplary
  - 3-Fully functional and operational
  - 2-Limited development
  - 1-Little or no development
 The level of performance for each of the 9 standards for school improvement for Holt Middle School is as follows:
  - Standard 1-Curriculum: Level 1(14%) and Level 2(86%)
  - Standard 2-Classroom Evaluation/Assessment: Level 1(25%), Level 2(62%), Level 3(13%)
  - Standard 3-Instruction: Level 1(13%), Level 2(74%), Level 3(13%)
  - Standard 4-School Culture: Level 1(18%), Level 2(64%), Level 3(18%)
  - Standard 5-Student, Family and Community Support: Level 2(100%)
  - Standard 6-Professional Growth, Development and Evaluation: Level 1(8%), Level 2(92%)
  - Standard 7-Leadership: Level 2 (100%)
  - Standard 8- School Organization and Fiscal Resources: Level 2(100%)
  - Standard 9-Comprehensive and Effective Planning: Level 1(19%), Level 2(81%)
 Holt Middle School will address the recommendations of the report over a period of 3 to 5 years; however, the focus for 2011-2012 will be the following:
  - Standard 1-Curriculum
  - Standard 3-Instruction
2. Summary Findings for Standard 1-Curriculum
 

There is evidence that the curriculum is aligned with the Arkansas Curriculum Frameworks, however district curriculum documents are limited. The district has made some effort to ensure that Arkansas Curriculum Frameworks and Common Core State Standards are articulated through the district. The district Curriculum Coordinating Council has established procedures and structures addressing vertical and horizontal alignment. The implemented curriculum provides some opportunity for real-world application. The district has initiated a process to monitor, evaluate, review, and revise curriculum systematically. Students have access to a core curriculum, but a challenging and rigorous curriculum is not available to all. Most course offerings provide opportunity for students to access curriculum aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards.
3. Summary Findings for Standard 3-Instruction
 

Most classrooms have sufficient instructional resources. Most instructional materials are age and/or developmentally appropriate.

Supporting Data:



Teacher-centered whole-group instruction is provided in many classrooms. Most instructional strategies are aligned with district curriculum. School leadership monitors classrooms through learning walks. Four Teachers are National Board certified. The district has an approved technology plan, however most teachers do not fully utilize available technology. Instructional resources are adequate in most content areas. The Holt Middle School student handbook gives homework allotment times for each grade level. However, homework practices are inconsistent.

**Goal** All staff at Holt Middle School will participate in the development, alignment and improvement of the district curriculum. It will be rigorous, intentional and aligned to state and local standards.

**Benchmark** By August of 2012, 100% of the staff will have identified and shared core concepts of their curriculum.

Intervention: District and Holt Middle School leadership will fully develop a comprehensive curriculum in all content areas.				
Scientific Based Research: International Center for Leadership in Education consultant, Lin Kuzmich				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All staff will work with ICLE consultants to identify, target, and use appropriate, successful research-based strategies. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All certified staff members will attend training/professional development on selected strategies to enhance the delivery of curriculum. This training will be ongoing, and job-embedded. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All staff members will be provided coaching, support and training by instructional facilitators. There will be one instructional facilitator assigned to Holt Middle School on a 215 day contract. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Classroom walkthroughs will be completed on a regular basis by district and building administration. The document used for this purpose will be aligned with curriculum focus areas and professional development areas. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The district will build a classroom walkthrough data collection system, making it convenient to complete, compile, and monitor the information from classroom walkthrough efforts. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

**Goal** Holt Middle School's instructional program will actively engage all students by using effective, varied and research-based practices to improve student performance.

**Benchmark** By August of 2012, 100% of staff will be more knowledgeable about research-based instructional strategies, and will be using them on a regular basis.

**Benchmark** Holt Middle School staff will develop lessons that are more student-centered and responsive to individual student needs.

Intervention: School leadership will develop a plan for examining individual student work data in order to make better decisions about tailoring instruction. This work will be ongoing and job-embedded.				
Scientific Based Research: Differentiated Instruction Brain-based learning				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School leadership will develop a plan for examining individual student work data in order to make better decisions about tailoring instruction. This work will be ongoing and job-embedded. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Holt Middle School leaders will provide further professional development opportunities to help school staff obtain instructional skills necessary for differentiation of instruction. Training opportunities will be ongoing and job-embedded. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Holt Middle School Administration will ensure that instruction is closely monitored through walkthroughs and give timely, constructive, and corrective feedback to staff. Action Type: ADE Scholastic Audit	Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amelia Duong	Art	Parental Involvement
Classroom Teacher	Amy Eversole	Learning Tools	Literacy
Classroom Teacher	Andrew Chance	Language Arts	Literacy
Classroom Teacher	Annissa Dugas	5th Grade	Literacy
Classroom Teacher	Ashley Ragland	Language Arts	Literacy
Classroom Teacher	Barry Hart	Performing Arts	Parent Involvement
Classroom Teacher	Blaine Sanders	Science	Math
Classroom Teacher	Bobby Kelting	Physical Education	Wellness
Classroom Teacher	Brooke Redfern	7th ELA	Literacy
Classroom Teacher	Bryce Vellios	Language Arts	Literacy
Classroom Teacher	Charles Brickey	SpEd Pullout	Parent Involvement
Classroom Teacher	Cheryl Carter	SpEd Inclusion	Literacy
Classroom Teacher	Crista Austin	Social Studies	Parent Involvement
Classroom Teacher	Delona Tuttle	PE	Wellness
Classroom Teacher	Gwen Norman	Science	Math
Classroom Teacher	Jan Jewell	Math	Math
Classroom Teacher	Janice Ferguson	Title 1	Literacy
Classroom Teacher	Jennifer Page	Math	Math
Classroom Teacher	Justin Leflar	Science	Math
Classroom Teacher	Karla Bonnell	Sped Inclusion	Math
Classroom Teacher	Kim Green	Keyboarding	Parental Involvement
Classroom Teacher	Kimberly Jarboe	Social Studies	Literacy
Classroom Teacher	Lacey Bingaman	Language Arts	Literacy
Classroom Teacher	Lisa Partridge	Self-contained	Math
Classroom Teacher	Lori Kinnett	Language Arts	Literacy
Classroom Teacher	Marianne Sanders	Science	Math
Classroom Teacher	Michana Rimmer	Language Arts	Literacy
Classroom Teacher	Michele McGuire	Art	Parental Involvement
Classroom Teacher	Rachael Main	ESL	Literacy
Classroom Teacher	Regina Sherwood	6th Grade	Literacy
Classroom Teacher	Ruth Mobley	Science	Math
Classroom Teacher	Sandy Handley	Language Arts	Literacy
Classroom Teacher	Suzanna Williams	ESL	Literacy
Classroom Teacher	Suzette Noble	Easy Tech/Math	Math
Classroom Teacher	Tammy Toomey	Math	Math
Classroom Teacher	Tracie Slattery	GT	Parent Involvement
Classroom Teacher	Travis McAfee	Science	Math
District-Level Professional	Christie Jay	Federal Programs Coordinator	Literacy, Math, Parent Involvement
Non-Classroom Professional Staff	Becky Baum	Instructional Facilitator	Literacy
Non-Classroom Professional			

Staff	Charrisce Craft	Speech/Language Pathologist	Literacy
Non-Classroom Professional Staff	Jane Corrigan	Counselor	Parent Involvement
Non-Classroom Professional Staff	Linda Kime	Counselor	Parental Involvement
Non-Classroom Professional Staff	Sarah Jewell	Media Specialist	Literacy
Non-Classroom Professional Staff	Tammy Bradley	Easy Tech	Literacy
Parent	Chip Martin	Math	Math
Parent	Gabe and Hunter(student) Anderson	Literacy Parent/Student Representative	Literacy
Parent	Gina and Caleb(student) Henry	Parental Involvement Representative	Parental Involvement
Principal	Matt Morningstar	Principal	Steering Committee
Principal	Richard Guthrie	Principal	Parent Involvement