



[District Menu Page](#) | [Walk On Your ACSIP](#) | [Reports](#) | [Personal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

2013-2014 ARCHIVE

School Plan

Print Version

HOLT MIDDLE SCHOOL
Arkansas Comprehensive School Improvement Plan
2013-2014

The mission of Holt Middle School at Mt. Comfort is that all students demonstrate academic success and responsible, ethical citizenship.

Grade Span: 5-7 Title I: Title I Schoolwide School Improvement: SI_4

Table of Contents

- Priority 1: Literacy**
Goal: All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in reading comprehension and written expression. 60% of all students will meet or exceed their growth increment goal in Literacy with regard to MAP testing.
- Priority 2: Math**
Goal: All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in math computation and problem solving. 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 6: : Prevent Disproportionate Representation (Over-identification) of African American Students**
Goal: : Reduce the relative proportion of African American students to students of other ethnicity identified as Intellectually Disabled.
- 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.
-

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

Report Created: Sep 7, 2013

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

111 Students:	85% of Combined Students
12 Students:	84% of African American Students
64 Students:	90% of Caucasian Students
20 Students:	65% of Hispanic Students
56 Students:	77% of Econ. Disadvantaged Students

Combined Subpopulation: The 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: Literary and Writing . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style.

ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-6th Grade Literacy Exam

Report Created: Sep 7, 2013

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

213 Students:	79% of Combined Students
35 Students:	72% of African American Students
30 Students:	77% of Hispanic Students
115 Students:	85% of Caucasian Students
128 Students:	73% of Econ. Disadvantaged Students
27 Students:	63% of LEP Students
30 Students:	27% of Students with Disabilities

Combined Subpopulation: The 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: Content and Writing . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style.

ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-7th Grade Literacy Exam

Report Created: Sep 7, 2013

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

172 Students:	86% of Combined Students
34 Students:	70% of African American Students
25 Students:	84% of Hispanic Students
96 Students:	87% of Caucasian Students
85 Students:	77% of Econ. Disadvantaged Students
23 Students:	70% of LEP students
25 Students:	32% of Students with Disabilities

Combined Subpopulation: The 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: Literary and Writing . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and style.

2. NWEA/MAP growth data:
In 2013, 478 students were tested for growth using the Measurement of Academic Progress assessment at 3 points throughout the year.

5th grade growth report
111 tested 64% met growth goal

6th grade growth report
213 tested 63% met growth goal

7th grade growth report
172 tested 57% met growth goal
3. Attendance Rate:
2012-2013: The daily attendance rate for the building was 95.88%
4. COMPREHENSIVE NEEDS ASSESSMENT: Holt Middle School conducted a three year data trend analysis of literacy achievement using the results from local common assessments, 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: Writing/Language multiple-choice, 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 bi-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 chart progress on our network assessment folders.

Goal	All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in reading comprehension and written expression. 60% of all students will meet or exceed their growth increment goal in Literacy with regard to MAP testing.
Benchmark	During the 2013-2014 school year, Holt Middle School will meet or exceed the Annual Measureable Outcome (AMO) for Performance (2014 82.89% for All Students and 74.25% for Targeted Achievement Gap Group) and for Growth (2014 AMO 82.38% for All Students and 73.98% for Targeted Achievement Gap Group). Holt will also meet or exceed the AMO's for all NCLB subpopulations. For 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. Arkansas Writing Project, Sopris West, 1999 Arkansas Department of Education Literacy Lab Project				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To provide supplemental instructional resources for literacy, Scholastic's "Scope" magazine will be purchased for 7th grade Social Studies classes. 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 (\$985 Jarboe- Scholastic SCOPE Classroom Magazine). Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Penny Ezell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Public Library • Teachers • Title Teachers 	Title I - Materials & Supplies: \$985.00 ACTION BUDGET: \$985
Holt will hold an annual spelling bee and geography bee to encourage expanding vocabulary, practical reading, and word study. Materials and necessary supplies will be purchased (\$195 Paul- Annual Spelling Fee). Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Becky Baum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Teachers 	Title I - Materials & Supplies: \$195.00 ACTION BUDGET: \$195
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year, we evaluated this intervention by reviewing expenditures for materials 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 2013-2014 school year, we plan to maintain this protocol. We will use all available data, including Staff/student surveys, MAP testing data, and ACTAAP Literacy scores, to determine whether the objectives of this Intervention/Program	Matt Morningstar	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$

<p>were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2014/2015 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 2012-2013 school year showed that 61% of students met their MAP Growth goal. Fall to Spring growth for the 2012-2013 school year show that 67% of students have tested at or above grade level. 81.5% of students achieved Proficient/Advanced on the 2013 ACTAAP Literacy exam. Our most recent WE Learn 6+ Student Survey results showed that the overwhelming majority of students were given more challenging reading throughout the year, and used a text other than a textbook as a resource most frequently.</p> <p>Action Type: Title I Schoolwide</p>				
<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, literacy-rich environment (\$125 Redfern/\$250, Carter- books).</p> <p>Action Type: Title I Schoolwide</p>	Penny Ezell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teaching Aids 	<p>Title I - Materials & Supplies: \$374.00</p> <hr/> <p>ACTION BUDGET: \$374</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 (\$149 Whisenhunt-mic/headphones R180).</p> <p>Action Type: Program Evaluation</p>	Janice Ferguson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Performance Assessments 	<p>Title I - Materials & Supplies: \$149.00</p> <hr/> <p>ACTION BUDGET: \$149</p>
<p>Holt will promote school-wide and community-wide literacy by conducting reading/writing celebrations. This will include a Family Literacy Night (10/13 \$136 Baum/Bonnell- materials; \$468 Jarboe/Paul food). Funds will be used to purchase food and fees for visiting authors.</p> <p>Action Type: Title I Schoolwide</p>	Becky Baum	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<p>Title I - Purchased Services: \$468.00</p> <p>Title I - Materials & Supplies: \$137.00</p> <hr/> <p>ACTION BUDGET: \$605</p>
Total Budget:				\$2308
<p>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.</p>				
<p>Scientific Based Research: "Strategies that Work" by Harvey, S. & Goudvis, A. 2000.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
HIGHLY QUALIFIED: Holt Core Teachers, all of whom are highly qualified according to federal	Matt Morningstar	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$

standards, will integrate reading and writing instruction into every content area. Action Type: Equity Action Type: Title I Schoolwide		06/30/2014		
: 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 spreadsheet 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 according to their needs: 1) Literacy Lab instructional model, 2) Reading/Writing Workshop, 3) READ 180, 4) QReads, 5) Lexia, 6) RAZ Kids, 7) Co-taught Social Studies/Language Arts, and 8) Rewards. Action Type: Collaboration Action Type: Title I Schoolwide	Penny Ezell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
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), Bradley 1FTE (Salary \$40064.64 Benefits \$10416.81) 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	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	Title I - Employee \$84759.00 Salaries: Title I - Employee \$22037.34 Benefits: ACTION BUDGET: \$106796.34
COMPREHENSIVE NEEDS ASSESSMENT: Holt Middle School conducted a three year data trend analysis of literacy achievement using the results from local common assessments, ITBS, MAP, and ACTAAP exams. Results for both the All	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>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: Writing/Language multiple-choice, Content and Style portions of the writing. 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 bi-weekly, in departmental teams monthly, and with an instructional facilitator bi-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 chart progress in our network assessment folders.</p> <p>Action Type: Program Evaluation</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 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.</p> <p>Action Type: Equity</p>	Andrew Chance	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
PROGRAM EVALUATION: At the	Andrew	Start:		

conclusion of the 2012-2013 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% of TAGG students scored Proficient/Advanced. 78% of TAGG students met their MAP growth goal for the year. In addition, 67% of students in this intervention made greater than 1.5 yrs reading growth. During the 2013-2014 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 2014-2015 ACSIP plan.	Chance	07/01/2013 End: 05/30/2014		ACTION BUDGET: \$
---	--------	----------------------------------	--	-------------------

Total Budget:	\$106796.34
---------------	-------------

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: Information Power: Building Partnerships for Learning, American Library Association, 1998

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. Using district funds, Holt will subscribe to Easy Tech to enhance digital literacy skills among students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Sarah Jewell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Title Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Title Teachers 	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. A	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Title 	Title I - Employee \$4833.24 Salaries: Title I -

part-time technology-integration specialist will be paid to facilitate the use of technology in the classroom to enhance learning. Jon Whisenhunt (Salary \$4833.24 Benefits \$1256.64) Action Type: Collaboration Action Type: Technology Inclusion			Teachers:	Employee \$1256.64 Benefits: ACTION BUDGET: \$6089.88
PROGRAM EVALUATION: At the conclusion of the 2012-2013 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: 18,000 books, 60 audio books, 20 MP3 players for the audio books, and subscriptions to 20 periodicals. In addition to its regularly scheduled classes, the library serves approximately 40 students (8%), individually, each day. 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. During the 2013-2014 school year, the Library will add Easy Tech to its subscriptions, incorporating digital literacy skills through its lessons. Action Type: Program Evaluation	Sarah Jewell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$6089.88
Intervention: Professional Development				
Scientific Based Research: National Staff Development Council Standards, 2001; "Assessing Impact: Evaluating Staff Development" Joellen Killion, 2002, www.nsd.c.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 (Mt. Sequoyah) and materials for the planning days. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	Title I - Purchased \$500.00 Services: Title I - Materials & \$600.00 Supplies: ACTION BUDGET: \$1100
SCHOOLWIDE REFORM STRATEGIES: Holt teachers will participate in local,	Matt Morningstar	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Purchased \$3945.00

<p>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. In addition, Title II-A funds will be budgeted to provide ongoing professional trainings which include but are not limited to: Northwest Arkansas Educational Services Cooperative, International Reading Association Conference, 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 trainings/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 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. This professional development will be above and beyond the 60 state required PD hours. In anticipation of new student transitions and staff changes, materials will be purchased in support of the 2014 Holt Middle School vision and developing building climate (\$2,487 Morningstar/Guthrie/Kennett-Registration for Model Schools Conference; \$1456 Morningstar/Guthrie Flight to Model Schools Conference; \$1411 Morningstar/Ezell- Books for school reform: Close Reading and Writing from Sources, Falling in Love with Close Reading, Turnaround Tools for the Teenage Brain, Teaching with Poverty in Mind, Engaging Students with Poverty in Mind, posters and materials for building 2014 building theme).</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	<p>Services: Title I - Materials \$1411.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$5356</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,</p>	<p>Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

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 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				
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program 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: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$6456

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

1. Combin

ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-5th Grade Mathematics Exam

Report Created: Sep 7, 2013

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

111 Students: 79% of Combined Students
12 Students: 59% of African American Students
64 Students: 89% of Caucasian Students
56 Students: 67% of Econ. Disadvantaged Students

22 Students: 55% of Hispanic Students
14 Students: 64 % of Limited English Proficiency Students

Combined Subpopulation: The lowest identified area(s) (based on trend analysis of open response questions) in the five mathematics strands, revealed weaknesses in geometry. The lowest identified area(s) (based on trend analysis of multiple choice questions) in the five mathematics strands, revealed weaknesses in Algebra.

Combin

ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-6th Grade Mathematics Exam

Report Created: Sep 8, 2013

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

213 Students: 84% of Combined Students
35 Students: 75% of African American Students
30 Students: 70% of Hispanic Students
115 Students: 86% of Caucasian Students
128 Students: 78% of Econ. Disadvantaged Students
27 Students: 74% of LEP Students
30 Students: 43% of Students with Disabilities

Combined Subpopulation: The lowest identified area(s) (based on trend analysis of open response questions) in the five mathematics strands, revealed weaknesses in measurement. The lowest identified area(s) (based on trend analysis of multiple choice questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations.

Benchmark-7th Grade Mathematics Exam

Supporting
Data:

Report Created: Sep 8, 2013

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

172 Students:	77% of Combined Students
34 Students:	62% of African American Students
25 Students:	64% of Hispanic Students
96 Students:	83% of Caucasian Students
85 Students:	63% of Econ. Disadvantaged Students
23 Students:	70% of LEP Students
25 Students:	36% of Students with Disabilities

Combined Subpopulation: The lowest identified area(s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number and Operations. The lowest identified area(s) (based on the trend analysis of the multiple choice questions) in the five mathematics strands, revealed weaknesses in Geometry and Measurement.

2. NWEA/MAP testing:

In 2013, 489 students were tested for growth. 68% met their targeted growth goal for the year.

5th grade- 111 tested, 58% met growth goal

6th grade- 213 tested, 73% met growth goal

7th grade- 172 tested, 69% met growth goal

3. Attendance Rate:

2012-2013: the daily attendance rate for the building was 95.88%.

4. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores of the combined population and each subpopulation from the 2013 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 2013 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. 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 progress in our student assessment files.

Goal	All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in math computation and problem solving. 60% of all students will meet or exceed their growth increment in Math with regard to MAP testing.
Benchmark	During the 2013-2014 school year, Holt Middle School will meet or exceed the Annual Measurable Outcome (AMO) for Performance (2014 AMO 88.70% for All Students and 81.81% for Targeted Achievement Gap Group) and for Growth (2014 AMO 86.7% for All Students and 79.49% for Targeted Achievement Gap Group). For the 2012-2013 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: Making Standards Work: How to Implement Standards-Based Assessment in the Classroom, School, and District" by Douglas B. Reeves, 1997, Center for Performance Assessment, "Problem Solver" by McGraw Hill Creative, "Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement" by Marzano, Pickering, & Pollock, 2004. "Everyday Math" 2006				
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 (\$611 Page/Kennett Flight to Model Schools Conference; \$780 Page- Model Schools Conference Registration; \$1275 Martin, Norman, Page- Registration for Extending Children's Mathematics). These will include building-level training for new programs, PENDA Math (replacing Help Math) and for GO Math components. This professional development will be above and beyond the 60 state required PD hours. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Beverly Davenport	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	Title I - Purchased \$2666.00 Services: ACTION BUDGET: \$2666
Holt math and science teachers will purchase materials and supplies needed to successfully implement a strong standards-based math curriculum (\$84 Eversole, \$100 Sanders- science consumables). Teachers will also be utilizing the resources and support provided by the Math & Science	Regina Sherwood	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & \$185.00 Supplies: ACTION BUDGET: \$185

Specialists at the University of Arkansas STEM Center for Math & Science Education. Action Type: Program Evaluation				
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 interrelatedness of math and science (\$268 Eversole- Butterfly larvae). 5th grade teachers and students will participate in a field trip to the Old Spanish Cave (3/19 \$738 Sanders-entrance fees). 6th grade students will participate in a Science/Social Studies investigation at the Tulsa Air and Space Museum (\$400 Mobley- entrance fees) and examine adaptations within ecosystems at Devil's Den (\$400 Leflar-buses). Purchased services will be allocated for transportation and fees for the field trip. Action Type: Alignment Action Type: Collaboration	Ruth Mobley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Purchased \$1542.00 Services: Title I - Materials & Supplies: \$268.00 ACTION BUDGET: \$1810
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. Math and Science teachers will also use two planning periods each quarter for observing other teachers. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	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 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	Chip Martin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year,	Principal	Start: 07/01/2013		ACTION BUDGET: \$

<p>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, 81% scored proficient or advanced on the ACTAAP Benchmark exam. 68% 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 2013-2014 School Year. Our target is that the combined population will achieve 90% proficiency in total math.</p> <p>Action Type: Program Evaluation</p>		<p>End: 06/30/2014</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 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.</p> <p>Action Type: Equity</p>	<p>Gwen Norman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$4661</p>
<p>Intervention: Holt will conduct a variety of intervention programs for students who need remediation in math.</p>				
<p>Scientific Based Research: Everyday Math Program (McGraw-Hill, 2007). Accelerated Math Title 1 Math Teacher Star Math Testing Fast-Fridays for weekly remediation Everyday Math Games</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores of the</p>	<p>Gwen Norman</p>	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> Computers District Staff 	<p>ACTION BUDGET: \$</p>

combined population and each subpopulation from the 2013 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 2013 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. 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 progress in our student assessment files. Action Type: Technology Inclusion		06/30/2014	<ul style="list-style-type: none"> Teachers 	
Holt will supplement its regular math instruction by hiring a math teacher, funded by the district, to provide sixth grade students with an additional 125 minutes of math instruction each week. (Toomey 1FTE) Holt will also supplement its 5th and 7th grade regular math instruction by hiring a para-professional to enable the two teachers to differentiate in their classrooms to provide targetted instruction. This will be funded by a combination of district and title 1 funds (1FTE)Annisia Dugas (Salary \$11329.48 Benefits \$2945.67). Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	Title I - Employee \$9493.30 Salaries: Title I - Employee \$3335.48 Benefits: <hr/> ACTION BUDGET: \$12828.78

<p>Holt math and science teachers will conduct a Family Math and Science Night (3/13/14) 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. (\$379 Toomey- materials and manipulatives; \$500 Sherwood- food) A Financial Literacy Day will also be held in the spring (4/22/14). Title I monies will be used to pay for subs for two 7th grade math teachers, and to purchase materials and supplies needed (\$150 Martin- signs and manipulatives). Lunch will be provided for volunteers (\$275 Martin).</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Gwen Norman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids Title Teachers 	<p>Title I - Purchased \$776.00 Services: Title I - Materials & \$529.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1305</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 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 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. 6) The following interventions will be in place for students needing additional math instruction: 125 minutes of additional math instruction (PENDA Math, Study Links and Learning Games from Everyday Math, Khan Academy, and Benchmark Practice) for all 6th grade students. An additional 250 minutes of math instruction will be provided for 5th and 7th grade students showing the greatest need (with a Math Interventionist, district-funded).</p> <p>Action Type: AIP/IRI Action Type: SIF 1003(a) ARRA</p>	Penny Ezell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</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.</p>	Jane Corrigan	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration				
A "GK-12 fellow" from the U. of A. will be available to provide hands-on integrated math and science instruction for students whose teachers have completed the GK-12 training. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Blaine Sanders	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2012-2013 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 2013: 73% of students in the double block met their Fall-Spring MAP Growth goal. 86% of the same group were Proficient/Advanced on the ACTAAP Math. 69% of students in intervention classes met their Fall-Spring growth goal, according to the MAP assessment. Of those, 55% 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, ACTAAP) 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. We want at least 60% of student to meet their Math growth goal for the year. Action Type: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$14133.78

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

Supporting Data:

1. State Law - Act 307 of 2007
2. The attendance rate for 2012-2013 was 95.88%.
3. COMPREHENSIVE NEEDS ASSESSMENT: At the conclusion of the 2012-2013 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.

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				
<p>Scientific Based Research: Title: "A new wave of evidence. The impact of school, family, and community connections on student achievement." Author: Henderson, A., & Mapp, K. Date: 2002 Source: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, (http://www.sedl.org/connections/) Abstract Summary: Noting the evidence of families influence on their children's school achievement is consistent, positive, and convincing, this report examines research on parent and community involvement and the impact on student achievement. Conclusion: The report finds that there is strong and steadily growing evidence that families can improve their children's academic performance in school and have a major impact on attendance and behavior. Children at risk of failure or poor performance can profit from the extra support that engaged families and communities provide. All students, but especially those in middle and high school, would benefit if schools supported parents in helping children at home and in guiding their educational career. This report's appendix provides a short history of the research in this field over the past 30 years (Contains 96 references.)</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>In compliance with ACT 83, the following professional development will be provided; 6 hours of technology. 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.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Asst. Supt.	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Matt Morningstar	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Parental Engagement</p>	Liz Bland	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>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</p>	Liz Bland	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

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				
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. Action Type: Parental Engagement	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Holt will develop a volunteer resource e-book 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	Liz Bland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each 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	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Holt counselors will purchase 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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. One faculty meeting date a month will include vertical or horizontal team meetings. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
TRANSITION: Each spring Holt will host an evening for students and parents of rising 5th graders. This orientation	Linda Kime	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

session will be designed to familiarize these students and parents with policies, procedures and expectations at the middle school level. Action Type: Parental Engagement		06/30/2014	• Teachers	
PROGRAM EVALUATION: At the conclusion of the 2012-2013 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 2012/13, 199 families returned a year-end survey, a 47% increase from 2011-2012. More than 90% 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. 50% of families reported attending an evening family event at school, and there was a 5% increase in the reported use of parenting materials—both meeting our goals. 97% of parents responding rated Holt's written communications with parents as very effective (Monday Folders, and Newsletters). 2012/13 Survey Results show that 54% of parents accessed school and teacher webpages, 88% of those found them to be helpful. For this 2013-2014 year, our improvement goals are for 100% of staff members to acquire necessary professional development hours, 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 use of school provided parenting materials. In addition, Holt faculty will receive training on how to modify class webpages to include class specific information, in accordance with new district policy. Action Type: Program Evaluation	Liz Bland	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
PARENT INVOLVEMENT: In an effort to honor and encourage parent involvement, we will recognize and celebrate active parents. Action Type: Parental Engagement	Liz Bland	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
PARENT INVOLVEMENT: The Parent Involvement Committee will sponsor and co-sponsor family events (\$618 Bland-Family Movie Night 11/2013; \$500 Bland Lokomotion Family Fun Night 4/2014; \$75 Leflar- 6th Green Family Potluck	Liz Bland	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased \$1270.00 Services: ACTION

Night 10/2013; \$77 Chance- 6th Yellow Family Potluck) 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. Action Type: Parental Engagement				BUDGET: \$1270
PARENT INVOLVEMENT: The parent involvement committee will purchase 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 (\$100 Bland-paper). Action Type: Parental Engagement	Matt Morningstar	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & \$100.00 Supplies: ACTION BUDGET: \$100
COMPREHENSIVE NEEDS ASSESSMENT: At the conclusion of the 2012-2013 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.	Liz Bland, Jon Whisenhunt	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$1370

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 risk of overweight and those overweight. 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. In 2010, BMI results for Holt Middle School indicated that 46.7% of the student male population was at risk of being overweight or were overweight. This is a increase of 3.8% indicated from the 2009 BMI screening. In 2010, BMI results for Holt Middle School indicated that 39% of the student female population was at risk of being overweight or were overweight. This is a decrease of 4.1% indicated from the 2009 BMI screening. In 2009, BMI results for Holt Middle School indicated that 42.9% of the student male population was at risk of being overweight or were overweight. This is a increase of 5% indicated from the 2008 BMI screening. In 2009, BMI results for Holt Middle School indicated that 34.9% of the student female population was

at risk of being overweight or were overweight. This is a decrease of 8.4% indicated from the 2008 BMI screening. In 2008, BMI results for Holt Middle School indicated that 37.9% of the student male population was at risk of being overweight or were overweight. This is a decrease of 0.3% indicated from the 2007 BMI screening. In 2008, BMI results for Holt Middle School indicated that 43.3% of the student female population was at risk of being overweight or were overweight. This is an increase of 0.5% indicated from the 2007 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.

5. The two lowest areas identified by the 2005-2006 School Health Index is Module 7: Psychological and Social Service and Module 8 Family and Community Involvement.

The two lowest areas identified by the 2006-2007 School Health Index is Module : Health Services

The two lowest areas identified by the 2007-2008 School Health Index is Module : Counseling, Psychological, and Social services

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 2013-2014 school year when compared with the 2012-2013 school year.

Intervention: Holt Middle School will encourage strategies and activities that promote a non-sedentary lifestyle.				
Scientific Based Research: Harvard Prevention Resource Center on Nutrition and Physical Activity. "Planet Earth." 2003-present.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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	Delonna Tuttle	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
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	Matt Morningstar	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

data. Action Type: Program Evaluation				
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	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
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 regarding nutrition and exercise. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
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	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
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	Brandon Craft	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Health brochures, dieting tips, and exercising pamphlets will be on display at Holt's Parent Center. Action Type: Parental Engagement Action Type: Wellness	Brandon Craft	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2012-2013 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 2013-2014 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. We will report these results in 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Delona Tuttle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

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	Brandon Craft	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Promote reduction of unhealthy food choices during lunchtime.				
Scientific Based Research: http://www.farmtoschool.org/policy.htm				
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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2012-2013 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 2013-2014 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. We will report these results in 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Delona Tuttle	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	• 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 achieved 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 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.	Jennifer Page	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

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.				
Total Budget:				\$0

Priority 6: : Prevent Disproportionate Representation (Over-identification) of African American Students

- Supporting Data:
1. An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for disproportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
 2. ☐ The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: ☐ African American:
☐ 2007-2008 5.21% ☐ 2008-2009 5.33% ☐ 2009-2010 5.21%
☐ Caucasian:
☐ 2007-2008 .34% ☐ 2008-2009 .27% ☐ 2009-2010 .21%
 3. ☐ African American Students Labeled MR: 20/50 or 40%. ☐ All other ethnicity: 30/50 or 60%.
 4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

Goal : Reduce the relative proportion of African American students to students of other ethnicity identified as Intellectually Disabled.

Benchmark Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Intellectually Disabled to below the state target for the 2012-2013 school year

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as intellectually disabled by using EARLY INTERVENTION STRATEGIES, SCHOOL-BASED INTERVENTION TEAMS and EARLY LITERACY STRATEGIES. These strategies include early intervention literacy strategy training for core teachers, Middle School/Early Intervention Literacy Coaches, intervention materials (Read 180/System44), ICLE Lin Kuzmich training for core teachers.				
Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, Dahlin, Durant and Xiang, Feb. 1, 2010. Linking MAP to State Tests: Proficiency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partnerships, IDEAS that Work, US Office of Special Education Programs, Council for Exceptional Children, ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Development of Response to Intervention Model in Your School, John McCook, 2006. Coordinated Early Intervention Policy, National Association of State Directors of Special Education, P. Burdette, 2008. For Lit Coaches: The Literacy Coach, A Key to Improving Teaching and Learning in Secondary Schools, E. Sturtevant, Alliance for Excellent Education Literacy Coaching Clearinghouse Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all students K-7 Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The AMO targets for the 2013-2014 year in Literacy in Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 85.60% Math: 85.00% 6-8: Literacy: 83.80% Math: 82.28% 9-12: Literacy: 83.88% Math: 82.30% Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Elementary Literacy coaches will be involved with the training and coaching and this will be coordinated with SPED cultural diversity and learning environment awareness. Interventionists and Aides will also be involved. Kelly Brown, our specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will purchase early intervention materials that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all targeted students K-7 Individual Progress Monitoring by RTI teams and Instructional Facilitators and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Instructional Facilitators will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will implement MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		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:

- Supporting Data:
- 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.
 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 utilized 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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Classroom walkthroughs will be completed on a regular basis by district and building administration.	Building Principal	Start: 07/01/2013		ACTION

The document used for this purpose will be aligned with curriculum focus areas and professional development areas.		End: 06/30/2014		BUDGET: \$
Action Type: ADE Scholastic Audit				
The district will build a classroom walkthrough data collection system, making it convenient to complete, compile, and monitor the information from classroom walkthrough efforts.	Building Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: ADE Scholastic Audit				
Total Budget:				\$0

- 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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amelia Duong	Art	Parental Involvement
Classroom Teacher	Amy Eversol	Science	Math
Classroom Teacher	Andrew Chance	Language Arts	Literacy
Classroom Teacher	Ashley Ragland	Language Arts	Literacy
Classroom Teacher	Barry Hart	Performing Arts	Parent Involvement
Classroom Teacher	Becky Baum	Language Arts	Literacy
Classroom Teacher	Beverly Davenport	Science	Math
Classroom Teacher	Blaine Sanders	Science	Math
Classroom Teacher	Bobby Kelting	5th Grade	Literacy
Classroom Teacher	Brandon Craft	Physical Education	Wellness
Classroom Teacher	Brooke Redfern	7th ELA	Literacy
Classroom Teacher	Charles Brickey	SpEd Pullout	Parent Involvement
Classroom Teacher	Cheryl Carter	SpEd Inclusion	Literacy
Classroom Teacher	Delona Tuttle	PE	Wellness
Classroom Teacher	Gwen Norman	Science	Math
Classroom Teacher	Jan Jewell	Math	Math
Classroom Teacher	Jan Paul	Social Studies	Parent Involvement

Classroom Teacher	Janice Ferguson	Title 1	Literacy
Classroom Teacher	Justin Leflar	Science	Math
Classroom Teacher	Kacie Travis	Math	Math
Classroom Teacher	Karla Bonnell	Sped Inclusion	Math
Classroom Teacher	Kimberly Jarboe	Social Studies	Literacy
Classroom Teacher	Lacey Bingaman	Language Arts	Literacy
Classroom Teacher	Lisa Partridge	Self-contained	Math
Classroom Teacher	Liz Bland	Technology	Parental Involvement
Classroom Teacher	Lori Kinnett	Language Arts	Literacy
Classroom Teacher	Michana Rimmer	Language Arts	Literacy
Classroom Teacher	Regina Sherwood	Math	Math
Classroom Teacher	Ruth Mobley	Science	Math
Classroom Teacher	Sandy Handley	Parent/Title I Reading	Literacy
Classroom Teacher	Suzanna Williams	Language Arts	Literacy
Classroom Teacher	Tammy Toomey	Title 1 Math	Math
Classroom Teacher	Tracie Slattery	GT	Parent Involvement
District-Level Professional	Christie Jay	Federal Programs Coordinator	Literacy, Math, Parent Involvement
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	Penny Ezell	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Sarah Jewell	Media Specialist	Literacy
Non-Classroom Professional Staff	Scott Rainer	Math Coach	Math
Non-Classroom Professional Staff	Tammy Bradley	ELA -Intervention	Literacy
Parent	Chip Martin	Math	Math
Principal	Matt Morningstar	Principal	Steering Committee
Principal	Richard Guthrie	Principal	Parent Involvement