



# 2010-2011 ARCHIVE

## School Plan

[Print Version](#)

### HOLCOMB ELEMENTARY SCHOOL

### Arkansas Comprehensive School Improvement Plan

### 2010-2011

At Holcomb School, we are a diverse community of respectful, responsible, and creative life-long learners. Motto: Aim High!

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

---

### Table of Contents

#### Priority 1: Literacy

**Goal:** All students will improve in reading comprehension with additional attention to Literary and Content reading passages. 100% of students below the 50th percentile will meet or exceed their personal growth increment with regard to Literacy MAP testing.

**Goal:** All students will improve written expression with additional attention to Content, Style, Open Response Passages, and Content Passage domains in third and Practical Passage domains in fourth.

#### Priority 2: Mathematics

**Goal:** All students will improve in answering multiple choice and open-response math questions with respect to consistent weaknesses in the areas of geometry and number operations in third and geometry and data analysis in fourth.

**Goal:** All students will improve in the automaticity of basic math facts that when mastered can facilitate further growth in the data analysis/problem solving area.

#### Priority 3: Health & Wellness Priority

**Goal:** Students will become more aware of healthier lifestyles to improve their overall wellness.

#### Priority 5: ELL/Title III

**Goal:** ELL students will improve in reading comprehension with additional attention to Literary and Content reading passages.

#### 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 Mentally Retarded.

---

#### Priority 1: Improving Literacy

1. 2009-10 Data Kindergarten - 109 students were tested. Percent of students scoring advanced or above: Combined Population 109 tested - 65.7% African American 18 tested - 66.7% Economically Disabled 48 tested - 46.8% LEP 17 tested - 43.8% Disabilities less than 10 tested Caucasians 60 tested - 71.7% First - 117 students were tested. Percent of students scoring advanced or above: Combined Population 117 tested - 55.7% African American 12 tested - 25% Economically Disabled 39 tested - 29.7% LEP 16 tested - 14.3%

Disabilities less than 10 tested Caucasians 68 tested - 70.6% Second - 118 students were tested. Percent of students scoring advanced or above: Combined Population 118 tested - 44% African American 14 tested - 21.4% Economically Disabled 55 tested - 17% LEP 15 tested - 7.7% Disabilities 14 tested - 21.4% Caucasians 69 tested - 58% Third - 100 students were tested. Percent of students scoring advanced or above: Combined Population 100 tested - 65.7% African American 13 tested - 61.5% Economically Disabled 48 tested - 36.2% LEP 18 tested - 0% Disabilities less than 10 tested Caucasians 54 tested - 61.1% Fourth - 92 students were tested. Percent of students scoring advanced or above: Combined Population 92 tested - 79.3% African American 18 tested - 61.1% Economically Disabled 39 tested - 59% LEP 17 tested - 43.8% Disabilities 10 tested - 40% Caucasians 51 tested - 96.1% o MAP - READING: 50% of current 3rd and 4th graders were below the 50th %tile in reading at the end of last year. Determining Importance was an area of LOW performance for the greatest percentage of current 3rd and 4th graders - (38% of those tested were identified as LOW in this area which is below the 33rd %tile nationally).

2. NRT Spring 2009 MAT-8 Kindergarten - 108 students were tested. Percent of students scoring advanced or above: Combined Population 108 tested - 86% African American 14 tested - 86% Economically Disabled 40 tested - 45% LEP 16 tested - 50% Disabilities less than 10 tested Caucasians 73 tested - 68% SAT-10 Grade 1 - 103 students were tested: Percent of students scoring advanced or above: Combined Population 103 tested - 68% Economically Disabled - 57% LEP - 39% Disabilities - 50% Second Grade - 95 students tested Percent of students scoring at or above the 50th percentile: Grade 2 - 95 students were tested: Percent of students scoring advanced or above: Combined Population 95 tested - 63% Economically Disabled 38 tested - 47% LEP 12 tested - 8 Disabilities 10 tested 70% Third Grade - 94 students tested Percent of students scoring at or above the 50th percentile: Combined Population 94 tested - 49.6% Reading, 43.4% Language Economically Disabled 36 tested - 18.6% Reading, 15.5% Language LEP 11 tested - 0% Reading, 0% Language Disabilities 10 tested - 49.6% Reading, 49.6% Language African American 22 tested - 22.73% Reading, 27.27% Language Caucasian 58 tested - 67.24% Reading, 56.9% Language Fourth Grade - 98 tested Percent of students scoring at or above the 50th percentile: Combined Population 98 tested - 68.2% Reading, 46.5% Language Economically Disabled 43 tested - 52.7% Reading, 24.8% Language LEP 17 tested - 58.9% Reading, 34.1% Language Disabilities 12 tested - 24.8% Reading, 0% Language African American 12 tested - 58.33% Reading, 25% Language Caucasian 60 tested - 75% Reading, 55% Language Fifth Grade - 89 tested Percent of students scoring at or above the 50th percentile: Combined Population 89 tested - 65.1% Reading, 49.6% Language Economically Disadvantaged 34 tested - 40.3% Reading, 27.9% Language LEP 12 tested - 24.8% Reading, 34.1% Language Disabilities fewer than 10 tested African American 17 tested - 41.18% Reading, 23.53% Language Caucasian 59 tested - 81.36% Reading, 59.32% Language

BENCHMARK - On the 2009 Third Grade Benchmark 91 students were tested and of those tested:  
 Students who scored at, or above, Proficient in Literacy on the Benchmark Exam:  
 Combined Population 91 tested - 71%  
 African American 12 tested - 67%  
 LEP 18 tested - 50%  
 Economically Disadvantaged 41 tested - 54%  
 Disabilities 12 tested - 42%

On the 2009 Fourth Grade Benchmark 93 students were tested and of those tested.  
 Students who scored at, or above, Proficient in Literacy on the Benchmark Exam:  
 Combined Population 93 tested - 74%  
 African American 16 tested - 75%  
 LEP 15 tested - 33%  
 Economically Disadvantaged 32 tested - 50%  
 Disabilities less than 10 tested

On the 2009 Fifth Grade Benchmark 82 students were tested and of those tested:  
 Students who scored at, or above, Proficient in Literacy on the Benchmark Exam:  
 Combined Population 82 tested - 74%  
 African American 17 tested - 53%  
 LEP less than ten tested  
 Economically Disadvantaged 30 tested - 47%

Disabilities less than ten were tested

The lowest identified areas for the Combined Population Students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages, open response content passages.

The lowest identified areas for the economically disadvantaged students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages, open response content passages, and open response practical passages.

The lowest identified areas for the IEP students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response and multiple choice literary passages, open response and multiple choice practical passages.

The lowest identified areas for the African American students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages and open response content passages.

The lowest identified areas for the Caucasian students in the five writing domains are content and style. The lowest identified area in the analysis of the three types of literacy passages in multiple choice and open response questions is the open response content passages.

1. NRT Fall 2008 MAT-8

Grade 1 - 112 students were tested:  
Percent of students scoring advanced or above:  
Combined Population 112 tested - 69%  
African American 19 tested - 63%  
Hispanic 14 tested - 67%  
Caucasian 59 tested - 86%  
Economically Disabled 33 tested - 39%  
LEP 18 tested - 17%  
Fewer than 10 students with Disabilities were tested.

NRT Spring 2008 SAT10

Grade 1 - 104 students were tested:  
Percent of students scoring at or above the 50th percentile  
Combined Population 104 tested - 43.3%  
African American 20 tested - 50%  
Hispanic 18 tested - 11.1%  
Caucasian 59 tested - 54.2%  
Economically Disabled 46 tested - 28.3%  
LEP 18 tested - 11.1%  
Fewer than 10 students with Disabilities were tested.

Second Grade - 95 students tested  
Percent of students scoring at or above the 50th percentile:  
Combined Population 95 tested - 46.3%  
African American 22 tested - 27.3%  
Hispanic 11 tested - 9.1%  
Caucasian 56 tested - 64.3%  
Economically Disabled 38 tested - 13.2%  
LEP 12 tested - 8.3%  
Students with Disabilities 10 tested - 30%

Third Grade - 91 students tested  
Percent of students scoring at or above the 50th percentile:  
Combined Population 91 tested - 60.4%  
African American 12 tested - 50%  
Hispanic 18 tested - 44.4%  
Caucasian 57 tested - 66.7%  
Economically Disabled 41 tested - 39%

LEP 18 tested - 38.9%  
Students with Disabilities 12 tested - 41.7%

Fourth Grade - 93 tested  
Percent of students scoring at or above the 50th percentile:  
Combined Population 93 tested - 73.1%  
African American 16 tested - 75%  
Hispanic 11 tested - 27.3%  
Caucasian 61 tested - 83.6%  
Economically Disabled 32 tested - 53.1%  
LEP 15 tested - 33.3%  
Students with Disabilities Fewer than 10 tested

Fifth Grade - 82 tested  
Percent of students scoring at or above the 50th percentile:  
Combined Population 82 tested - 74.4%  
African American 16 tested - 62.5%  
Hispanic fewer than 10 tested  
Caucasian 54 tested - 79.6%  
Economically Disabled 30 tested - 46.7%  
LEP fewer than 10 tested  
Students with Disabilities fewer than 10 tested

BENCHMARK - On the 2008 Third Grade Benchmark 84 students were tested and of those tested:  
73.8% of Combined Students scored at, or above, Proficient in Literacy.  
Of 84 tested, 73.8% Combined Students scored at, or above, Proficient;  
Of 12 tested, 66.7% of African American Students scored at, or above, Proficient;  
Of 15 tested, 60% of the Hispanic Students scored at, or above, Proficient;  
Of 53 tested, 79.2% of Caucasian Students scored at, or above, Proficient;  
Of 35 tested, 57.1% of Econ. Disadvantaged Students scored at, or above, Proficient;  
Of 16 tested, 56.3% of LEP Students scored at, or above, Proficient;  
Of 12 tested, 41.7% of Students with Disabilities scored at, or above, Proficient;

Supporting  
Data:

The lowest identified areas for the Combined Population Students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are reading content and literary passages.

The lowest identified areas for the economically disadvantaged students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are open response content passages, and open response literary passages.

The lowest identified areas for the IEP students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages, open response content passage, and multiple choice content passages.

The lowest identified areas for the African American students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages and open response content passages.

The lowest identified areas for the Caucasian students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions is open response content passages.

On the 2008 Fourth Grade Benchmark 93 students were tested and of those tested:

75.3% of Combined Students scored at, or above, Proficient in Literacy;

15 tested, 73.3% of African American Students scored at, or above, Proficient;  
10 tested 50% of Hispanic Students scored at, or above, Proficient;  
63 tested, 82.5% of Caucasian Students scored at, or above, Proficient;  
31 tested, 51.6% of Econ. Disadvantaged Students scored at, or above, Proficient;  
14 tested 35.7% of LEP Students scored at, or above, Proficient;  
Fewer than 10 Students with Disabilities was tested.

The lowest identified areas for the Combined Population Students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response content passages and multiple choice practical passages.

The lowest identified areas for the economically disadvantaged students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response content passages and multiple choice practical passages.

The lowest identified areas for the IEP students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages, open response and multiple choice content passage, multiple choice practical passages, multiple choice literary passages, and open response practical passages.

The lowest identified areas for the African American students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response content passages and multiple choice practical passages.

The lowest identified areas for the Caucasian students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice open response questions are the open response content passages and multiple choice practical passages.

On the 2008 Fifth Grade Benchmark 81 students were tested and of those tested:  
77.8% of Combined Students scored at, or above, Proficient in Literacy;  
16 tested, 56.3% of African American Students scored at, or above, Proficient;  
54 tested, 88.9% of Caucasian Students scored at, or above, Proficient;  
27 tested, 51.9% of Econ. Disadvantaged Students scored at, or above, Proficient;  
Fewer than 10 Hispanic students, LEP Students with Disabilities were tested.

The lowest identified areas for the Combined Population Students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages, open response content passages.

The lowest identified areas for the economically disadvantaged students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages, open response content passages, and open response practical passages.

The lowest identified areas for the IEP students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response and multiple choice literary passages, open response and multiple choice practical passages.

The lowest identified areas for the African American students in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice and open response questions are the open response literary passages and open response content passages.

The lowest identified areas for the Caucasian students in the five writing domains are content and style. The lowest identified area in the analysis of the three types of literacy passages in multiple choice and open response questions is the open response content passages.

1. Attendance Rate: 2009-2010 was 95.23% In 2009, the attendance rate for the building was 95.94%. In 2008, the attendance rate for the building was 95%.

1.

**Goal** All students will improve in reading comprehension with additional attention to Literary and Content reading passages. 100% of students below the 50th percentile will meet or exceed their personal growth increment with regard to Literacy MAP testing.

**Benchmark** The Combined Population and each subgroup is expected to meet the AYP target calculated by the ADE and included in the NCLB Accountability Workbook. In 2010, Holcomb students meet the AMO target of 71.2%.

Intervention: Provide teachers with quality professional development in the reading process and data analysis that will provide with strategies and skills to help promote and enhance learning opportunities for students.				
Scientific Based Research: Assessing Impact: Evaluating Staff Development” Joellen Killion ,2002, www.nsd.org "Assessing Impact of Professional Development on Teaching and Students", Seth Aldrich, Ph.D, 2004, www.programevaluation.org; Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics, 1998, National Institute for Science Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: In compliance with ACT 83, the following professional development will be provided: All teachers will have the opportunity to participate in the school and district professional development plan. A collaborative faculty district/building needs assessment will be completed each year based on needs identified through test data. Holcomb has a professional development committee which helps teachers with the financial needs of approved PD. All Holcomb teachers and para-pros are highly qualified. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers are provided with weekly instructional meeting time during the course of the day to plan for the implementation of	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

<p>best practices chosen to help improve student achievement at each student's readiness level. A data wall has been constructed to track student achievement in literacy.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I Schoolwide</p>				
<p>NEEDS ASSESSMENT: ACSIP Leadership Teams analyzed the test scores from the 2009-10 administration of the 3-5th grade Augmented Benchmark, MAT8 and SAT 10 Exams. Teams examined results from both the combined population and EACH subpopulation. Teamss conducted data analysis to determine main areas of weakness. In addition, the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building was examined. Teams aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. Data trends were used to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. Teams examined our routines, customs, and norms in order to dig deeper for the root cause why more of the students are not achieving to their full potential. 2009 Supporting Data Statements show the discrepancies in achievement, among various populations. Teams continually modify Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on Data Analysis we came to the conclusion that the following areas reflect the greatest need within the Literacy Priority: OPEN RESPONSE IN BOTH THE LITERARY PASSAGES and the CONTENT PASSAGES. Teams will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, teams meet in grade levels weekly and as an entire faculty at least quarterly 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. Progress is charted the "Assessment/Intervention" red folders.  Action Type: Collaboration  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Tracy  Mulvenon</p>	<p>Start:  07/01/2010  End:  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>—————  ACTION BUDGET: \$</p>
<p>INVOLVE TEACHERS IN DECISION</p>	<p>Tracy</p>	<p>Start:</p>	<ul style="list-style-type: none"> <li>● Administrative</li> </ul>	<p>—————</p>

<p>MAKING: Teachers are involved in the decision making process and staff development by holding frequent meetings where we obtain feedback and ask for guidance in policy making. Teachers will meet for the purpose of engaging in data analysis over and above the state requirement. They continually seek to support an educational climate whereby all our staff feels they have a voice in how the instructional program is shaped. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Mulvenon</p>	<p>07/01/2010 End: 06/20/2011</p>	<p>Staff ● District Staff ● Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-2011 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. Action Type: Program Evaluation</p>	<p>Janice Herring</p>	<p>Start: 07/01/2010 End: 06/06/2011</p>		<p>ACTION BUDGET: \$</p>
<p>CLOSING THE ACHIEVEMENT GAP: Regular professional development days will be conducted at each grade level, with the Response to Intervention team and non-classroom personnel. These meetings will focus on building capacity within the school to address the academic needs of all students particularly those who are not meeting their trajectory of growth. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress 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</p>	<p>Sonya Zimmer</p>	<p>Start: 07/01/2010 End: 06/06/2011</p>		<p>Title I - Employee \$4300.00 Salaries: Title I - Employee \$1120.00 Benefits: <hr/>ACTION BUDGET: \$5420</p>

<p>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. Teachers will receive release time for professional development training on using and analyzing data to be used in determining instructional and curriculum adjustments. Also a coordinator will be hired to work on gathering supplies for students during the summer months as well as doing data entry for examining differences and planning interventions.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation</p>				
<p>Teachers will participate in a book study during the 2010-11 school year. The book title is The Power of Our Words from the Responsive Classroom materials.</p>	Janice Herring	<p>Start: 10/01/2010  End: 06/06/2011</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$5420</p>

<p>Intervention: Parent Involvement Plan</p>				
<p>Scientific Based Research: A new wave of evidence. The impact of school, family, and community connections on student achievement. Henderson, A., &amp; Mapp, K., 2002: National Center for Family &amp; Community Connections with Schools, Southwest Educational Development Laboratory, <a href="http://www.sedl.org/connections/">http://www.sedl.org/connections/</a>)</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PARENT FACILITATOR: The building principal will designate one certified staff member to increase awareness of trainings offered in our community for staff and parents and also undertake efforts to ensure that parental participation is recognized as an asset to the school. Title I funds will be used to supplement efforts over and above Act 307 and 397. Effectiveness will be documented by results of parental involvement survey.</p> <p>Action Type: Parental Engagement  Action Type: Program Evaluation</p>	Jody Robertson	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Administrators and highly qualified teachers will receive at least 3hrs/2hrs training respectively to enhance understanding of effective parental involvement strategies. Home/school folders will be purchased to foster two way communication. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for</p>	Wendy McCain	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

student learning. Action Type: Parental Engagement Action Type: Professional Development				
Administrators will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. This allocation will pay for substitute teachers. Action Type: Parental Engagement Action Type: Professional Development	Janice Herring	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Title I - Purchased \$300.00 Services:  ACTION BUDGET: \$300
INFORMATIONAL PACKETS: Parents and highly qualified teachers will collaborate to develop and distribute Informational Packets for each family that include: *Parental Involvement/Community Connection Plan *School Calendar *A School-Parent Compact *District Handbook Envelopes will be purchased. This is supplemental in nature to the requirements for parental involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Jody Robertson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PARENT INVOLVEMENT MEETINGS: All parents will be invited to a Back to School Information Night to welcome parents and students to our school and to share expectations for the school year. The school's PROCESS FOR RESOLVING PARENTAL CONCERNS will be discussed at this meeting. Descriptions and explanations of the curriculum as well as school and classroom procedures will be discussed during Information Night. An annual meeting will be held. Materials and Supplies, such as refreshments for visitors will be purchased. Action Type: Collaboration Action Type: Parental Engagement	Jody Robertson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
In compliance with act 307, administrators, highly qualified teachers, and parents will DEVELOP A VOLUNTEER RESOURCE BOOK including: a parent interest survey, 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: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Jody Robertson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Open forums will be held twice per year to discuss procedures, testing data, school improvements, and other topics declared needed by the Parent Committee. Snacks will be purchased for this event. Action Type: Collaboration Action Type: Parental Engagement	Jody Robertson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$150.00  ACTION BUDGET: \$150

<p>The district will designate two PARENT/TEACHER CONFERENCES each school year. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Nadean Yoakum</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative materials regarding responsible parenting. Parent Center materials, which may include, but not limited to brochures, pamphlets, computers for use on site, or laptops to be checked out will be designated by each building. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for parent involvement. We will Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. We will engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Parental Engagement</p>	<p>Jody Robertson</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<hr/> <p>Title I - Materials &amp; Supplies: \$635.00</p> <hr/> <p>ACTION BUDGET: \$635</p>
<p>To increase awareness and appreciation for the diverse cultures we will host a yearly multicultural event and provide student learning opportunities throughout the year. Materials will be purchased to enhance the programs. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Tracy Mulvenon</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>Title I - Materials &amp; Supplies: \$600.00</p> <hr/> <p>ACTION BUDGET: \$600</p>
<p>In order to take advantage of community resources our school will enable the formation of a PARENT TEACHER ASSOCIATION, OR ORGANIZATION that will foster parental and community involvement within the school. Registration fees will be paid to allow parents to attend parent training. This is supplemental in nature, over and above the simple PTA requirement. In addition to requirements already funded with local monies, fees will be paid. Action Type: Parental Engagement</p>	<p>Cara Mendoza</p>	<p>Start: 08/20/2010 End: 06/20/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our</p>	<p>Janice Herring</p>	<p>Start: 07/01/2010 End: 06/06/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>

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. During the 2010-11 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. Action Type: Program Evaluation				
---	--	--	--	--

Total Budget:	\$1685
---------------	--------

Intervention: Early Literacy Learning in Arkansas (ELLA)

Scientific Based Research: Effective Literacy; Calkins, L., The Art of Teaching Writing, 1994; McCarrier, A., Pinnell, G. S., and Fountas, I., Interactive Writing, 2000; Routman, R., Conversations, 2000

Actions	Person Responsible	Timeline	Resources	Source of Funds
HIGHLY QUALIFIED PARA PROfessionals: Employ the following staff members: Four highly-qualified part instructional aides 2 full time and 2 at .5 FTE. Supplemental instructional materials will be purchased to fully implement comprehensive literacy. Action Type: Equity Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$100.00 Title I - Employee Salaries: \$27253.00 Title I - Employee Benefits: \$11520.00 <hr/> ACTION BUDGET: \$38873
Purchase well-reviewed trade books and leveled guided reading materials for student use to support implementation of ELLA and Effective Literacy strategies. Action Type: AIP/IRI Action Type: Alignment	Claude McGehee/Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$4698.00 <hr/> ACTION BUDGET: \$4698
Classroom, Special Education, Title 1, and ESL teachers, Literacy Coach and the Response to Intervention Team will collaborate to implement differentiated strategies and activities to improve literacy skills. As a means to use differentiated instructions in the classrooms and in small groups, the school will use a variety of instructional materials to enhance the learning of all students. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning. Action Type: Collaboration Action Type: Equity	Nadean Yoakum	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Special Education Action Type: Title I Schoolwide				
Use formative evaluations such as Observation Survey, DIBELS, Developmental Reading Assessments, classroom assessments, running records as well as summative standardized tests, to evaluate student progress and plan instruction for students in their Zone of Proximal Development (Vygotsky). Action Type: Equity Action Type: Program Evaluation	Anita Ulrich	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Kindergarten teachers and Special Education staff will collaborate with area preschools to share information about kindergarten transitions. Instructional Aides will be available for each kindergarten classroom teacher. Title 1 and Sp. Ed. staff will consult with outside agencies (Ozark Guidance Center, Headstart, etc.) A pre-K classroom will be added to Holcomb. Action Type: Collaboration Action Type: Special Education	Nadean Yoakum	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● School Library</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
COORDINATION AND IMPLEMENTATION OF PROGRAMS: Implement ELLA. Effective Literacy, reading/writing workshop, and Word Journeys, as well as computer programs such as Lexia, Learning A-Z, RAZ Kid, Read 180, and Systems 44, for a balanced-literacy skills and strategies in K-5 classrooms. An additional computer will be purchased to run System 44. Action Type: Alignment Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	Title I - Materials & \$3399.00 Supplies: <hr/> ACTION BUDGET: \$3399
REFORM STRATEGIES: Teachers will have the opportunity to attend state, regional and local professional development conferences to learn about effective teaching strategies in regard to math and literacy student achievement. The cost will be supplemented and include travel, lodging, and substitutes. The conferences to be attended are Great Expectations, Character Counts, and the Responsive Classroom. Action Type: Professional Development Action Type: Title I Schoolwide	Julie Brandt	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Inform parents of ELLA, Lit. Lab, Word Journeys, Phonetic Connections, and Effective	Amanda Krell	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Literacy strategies for reading and writing. The purchase of materials for students to use at home will be supplemented. Action Type: Parental Engagement		06/30/2011		
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 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. In addition, we will implement the formative assessment piece, NWEA MAPS. Action Type: Program Evaluation	Janice Herring	Start: 07/01/2010 End: 06/06/2011		ACTION BUDGET: \$
A Pre-K, 4 year old program serving 20 students will be implemented during the 2010-2011 school year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Tracy Mulvenon	Start: 08/19/2009 End: 06/02/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$46970

Intervention: Reading Across the Curriculum

Scientific Based Research: Billmeyer, R. and Barton, M. L., Teaching Reading in the Content Areas, 1999; Routman, R., Conversations, 2000

Actions	Person Responsible	Timeline	Resources	Source of Funds
POINT IN TIME REMEDIATION: Through Response to Intervention, IRI/AIPs will be developed for identified students who will be offered skill enrichment sessions. These sessions will include small group remediation and instruction based on student needs. Parents will be notified of students' participation in the skills enhancement sessions. Holcomb will use the following summative assessments to evaluate student progress in literacy: QUALLS & MAT-8 (Kindergarten), SAT-10 (grade 1) and	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	Title I - Materials & \$2000.00 Supplies:  ACTION BUDGET: \$2000

<p>Benchmark Exam (grades 3 &amp; 4). Materials will be purchased according to recommendations by the staff to the RTI team for further materials that will enhance Team time (intervention and enrichment.) Teachers will address all student needs through "Team Time", a period during the day for intervention or remediation of reading skills and/or strategies. Additional materials will be purchased by ESL, Gifted and Talented, Counselor, Art, Music, and PE for intervention and remediation. Cross-curricular literacy and reading strategies will be implemented by these non-core personnel. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Classroom, special education, Title I, and ESL teachers will collaborate to implement differentiated strategies for at-risk students to improve reading skills. Substitutes will be provided to provide released time for teachers during the school year for data reviews and intervention planning. We will provide additional/supplemental skill reinforcements through our grade level team times. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Debby Elledge</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Computers</li> <li>● Performance Assessments</li> <li>● School Library</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Use technology to access information for content learning, develop reading skills, and publish student work. Continued use of 21C and Me response website with Itouches. 7IPAD's will be purchased to give those with visual impairments to have access to response type of activities. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Haley Weaver</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Public Library</li> <li>● School Library</li> <li>● Teaching Aids</li> </ul>	<p>Title I - Materials &amp; \$4400.00 Supplies: _____</p> <p>ACTION BUDGET: \$4400</p>
<p>Communicate reading expectations and student progress in reading to parents through classroom assignment sheets, parent-teacher conferences, graded work, progress reports, report cards, newsletters, and Web access to the curriculum. Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Melanie Johnson</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Students will use performance assessments and open-ended (constructed) responses with rubrics</p>	<p>Jennifer Reich</p>	<p>Start: 07/01/2010 End:</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

to assess and revise their own work. They will demonstrate proficiency by responding in writing to literary, practical and content passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and evidence. Action Type: Alignment Action Type: Program Evaluation		06/30/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	
Implement research-based reading strategies and supplemental materials according to the district curriculum and the identified needs of students. Purchase of supplemental resources like books, magazines and instructional consumables and other supplies for implementation. Action Type: Alignment Action Type: Equity	Amanda Krell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	Title I - Materials & \$500.00 Supplies: <hr/> ACTION BUDGET: \$500
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities. The target for reading across the curriculum will examine the need for an increase in nonfiction reading across the curriculum. Action Type: Program Evaluation Action Type: Title I Schoolwide	Janice Herring	Start: 07/01/2010 End: 06/06/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
LITERACY NIGHT - Holcomb will host a literacy night in the spring for families to experience and learn various literacy strategies. Materials and catering will be purchased for the event. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Amanda Krell	Start: 03/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Public Library</li> <li>• School Library</li> </ul>	Title I - Materials & \$200.00 Supplies: <hr/> ACTION BUDGET: \$200
An Interventionalist will be hired to provide interventions in reading for students who are need help in literacy by either reducing the numbers for Tier I, or provide interventions for students in Tier II and III. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 06/12/2010 End: 08/19/2010		Title I - Employee \$13632.00 Benefits: Title I - Employee \$52428.00 Salaries: <hr/> ACTION BUDGET: \$66060
Total Budget:				\$73160

Goal All students will improve written expression with additional attention to Content, Style, Open Response Passages, and Content Passage domains in third and Practical Passage domains in fourth.

Benchmark

Intervention: Writing Across the Curriculum				
Scientific Based Research: Calkins, L., The Art of Teaching Writing, 1994; Graves, D., A Fresh Look at Writing, 1994; Routman, R., Conversations; Wiggins, G., Understanding by Design, 1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Communicate to parents writing expectations and student progress through sharing of graded work using the Arkansas Scoring Guide, teacher made rubrics, and Web access to the curriculum. Action Type: Parental Engagement Action Type: Technology Inclusion	Jennifer Reich	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Participate in on-going professional development in writing; including training in programs. Title funds will be used to pay for materials and supplies, such as notebooks, professional development books, etc... Action Type: Collaboration Action Type: Professional Development	Haley Weaver	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Integrate instruction of writing strategies into every content area. The students will utilize writing journals to record their responses. Teachers will be trained and journals will be purchased. Action Type: Alignment	Amanda Krell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Substitutes will be hired per quarter for sped, ESL teachers and the media specialist to collaborate more often with classroom teachers in order to review data and structure and implement differentiated strategies for students at risk for falling below grade level proficiency and/or special needs to improve writing skills. Action Type: Alignment Action Type: Equity	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	Title I - Employee \$520.00 Salaries: Title I - Employee \$765.00 Benefits: ACTION BUDGET: \$1285
Provide students opportunities for independent and group library research projects that are integrated with classroom instruction. Use technology to access information, develop writing skills, and publish student work. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Deborah Santeford	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We	Janice Herring	Start: 07/01/2010 End: 06/06/2011		ACTION BUDGET: \$

believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-11 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. Action Type: Program Evaluation				
Total Budget:				\$1285

Intervention: Benchmark Exam Practice/Preparation

Scientific Based Research: Reeves, Douglas, Making Standards Work, 1998

Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers will conference with all students to discuss writing strategies to use on Benchmark practice questions. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Beka Murphy	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT: All teachers will meet to evaluate student test scores to determine progress made and focus skills for the school year. Students' performance will be used to guide changes to ACSIP plan. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Janice Herring	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Benchmark practice will be used in all grade levels integrated into the curriculum throughout the year. Benchmark Practice will be taught as a genre within the literacy block. This will involve writing grade level appropriate questions and/or utilizing the school's current constructive response resources. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Target Assistance	Helen Eaton	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Classroom, ESL, Special Education, Literacy Coach, and Title 1 teachers will instruct students how to assess writing using the Arkansas Writing Rubric. These teachers will receive training on how to best accomplish this instruction and how to score writing pieces using the Arkansas Writing Rubric. This allocation will pay for substitute teachers salaries and benefits. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Helen Eaton	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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	Janice Herring	Start: 07/01/2010 End: 06/06/2011		ACTION BUDGET: \$

<p>terms of supporting our efforts to increase student achievement. During the 2010-11 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. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. Action Type: Program Evaluation</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of grades K-5 MAT-8, Augmented Benchmark, and SAT 10 Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. 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. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2010 Supporting Data Statements show the discrepancies in achievement, among our various populations. We are modifying our Curriculum, 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 literacy Priority: CONTENT AND STYLE, READING CONTENT, AND LITERARY PASSAGES. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in grade level 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 AIP, IRI, and ASSESSMENT folders. Action Type: Program Evaluation</p>	<p>Janice Herring</p>	<p>Start: 09/13/2010 End: 06/06/2011</p>		<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Phonetic Connections (K-4)</p>				
<p>Scientific Based Research: Adams, M., Foorman, B., Lundberg, I., Beeler, T. Phonemics Awareness in Young Children, 1998; Phonic connections, Benchmark Education Company, LLC, 2004.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Holcomb Elementary School will utilize the Phonetic Connections Phonemic Awareness Program for phonological and phonemic awareness instruction in grades K-4. Action Type: Alignment</p>	<p>Brooke Parker</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Students will participate in explicit and</p>	<p>Christy</p>	<p>Start:</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>—————</p>

<p>systematic phonemic awareness instruction. This includes teacher explanation and modeling of all phonemic awareness skills, followed by guided practice and independent practice.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>	Dugger	<p>07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The summative evaluation, QELI will be administered to all kindergarten students at the beginning of the year. The MAT-8 will be administered to kindergarten students and the SAT-10 summative evaluation will be administered to first grade students at the end-of-year to identify those students who are on track for reading success as well as those who may be at-risk for reading difficulties. Additional formative diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using formative evaluations such as classroom running records and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation</p>	Anita Ulrich	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Parents will be informed of student progress in phonemic awareness. Suggested activities will be provided to parents in newsletters, at conferences, during information nights, and the first day of school "Boo Hoo" Party for new Kindergarten parents.</p> <p>Action Type: Parental Engagement</p>	Amanda Krell	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$100.00</p> <p>ACTION BUDGET: \$100</p>
<p>Students identified with reading difficulty will receive additional phonemic awareness instruction and intensive reading interventions in small groups. Teachers will develop an Intensive Reading Improvement Plan (IRI) that describes the intervention program.</p> <p>Action Type: AIP/IRI Action Type: Parental Engagement</p>	Shannon Raffaelli	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Holcomb Elementary School expects all students to segment and blend a minimum of 3 phonemes by the end of Kindergarten and 4 phonemes by the end of first grade. The program will be evaluated by assessing the number of students meeting the end of year benchmarks.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Wendy McCain	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT</p>	Janice Herring	<p>Start: 07/01/2010 End: 06/06/2011</p>		<p>ACTION BUDGET: \$</p>

assessments, and local summative assessments 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. During the 2010-11 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. Action Type: Program Evaluation				
---	--	--	--	--

Total Budget: \$100

Intervention: Word Study Instruction (1-4)

Scientific Based Research: National Reading Panel Report (2000); Ganske, K. Word Journeys (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
A major focus during the 2010-2011 school year is word study. Each grade level will provide approximately 15 minutes each day of explicit instruction in word study. Students identified on assessments or class performance as not meeting proficiency will receive additional word study instruction in small groups. Progress will be monitored according to the feature continuum in Word Journeys (2000) and Phonetic Connections. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Amanda Krell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	_____ ACTION BUDGET: \$
Teachers will participate in comprehensive literacy training such as ELLA, Effective literacy or Literacy Lab to learn about Word Journeys. Action Type: Professional Development	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	_____ ACTION BUDGET: \$
Parents will be informed of student progress in word study. Suggested activities will be provided to parents through newsletters and teacher web sites. Spelling lists will be provided for practice at home. Action Type: Parental Engagement	Helen Eaton	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	_____ ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 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. Action Type: Program Evaluation	Janice Herring	Start: 07/01/2010 End: 06/06/2011		_____ ACTION BUDGET: \$

Total Budget: \$0

Intervention: Holcomb Elementary School uses the Comprehensive Literacy approach for comprehension and fluency instruction for students.

Scientific Based Research: National Reading Panel Report (2000); Rasinski, T., The Fluent Reader (2003); Goudvis, A. & Harvey, S., Strategies That Work (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The fluency instruction used will be aligned with the ELLA Framework standard 11. Teachers will identify the benchmarks of grades K-4 and monitor progress of at-risk students. Additional formative diagnostic assessments will be administered to those students shown to be at-risk of reading failure. Progress will be monitored until the student reaches expected levels of performance. Action Type: Alignment</p>	Tracy Mulvenon	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will participate in Comprehensive Literacy training such as ELLA, Effective Literacy and/or Reading/Writing workshop to learn about fluency instruction. Action Type: Collaboration Action Type: Professional Development</p>	Tracy Mulvenon	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be informed of student progress in fluency. Suggested activities will be provided to parents through newsletters, conferences, and informational nights. Action Type: Parental Engagement</p>	Rhonda Crouch	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teaching staff will purchase new supplemental literacy sets and other supplemental reading materials for students' use in classroom libraries. Action Type: Alignment Action Type: Equity</p>	Tracy Mulvenon	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>Title I - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Fourth grade Language Arts teachers will implement reading workshop. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Melody Johnson	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 school year, we plan to follow the same protocol in evaluating</p>	Janice Herring	<p>Start: 07/01/2010 End: 06/06/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>

and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program.  
Action Type: Program Evaluation

Total Budget: \$500

Intervention: Holcomb will use a variety Character and Behavior Programs to develop respect, responsibility and restraint in students.

Scientific Based Research: Williams & Taylor, Leading With Character to Improve Student Achievement, 2004; Berkowitz, W. & Bier, M.C.(2004), Research Based Character Education, ANNALS, APSS, 591,

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be recognized daily for participation with "Super Student" awards, weekly in the "Good Apple" program, and in monthly character assemblies. These assemblies are educationally motivational in nature and supplemental to the district character education program. Action Type: Program Evaluation	Rhonda Crouch	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$550.00  ACTION BUDGET: \$550
Teachers will participate in character education training such as Great Expectations, Character Counts, and/or Responsive Classroom. This money will be used for registration fees, hotel, and meals for the aforementioned conferences. Action Type: Professional Development	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Purchased Services: \$5000.00  ACTION BUDGET: \$5000
Teachers will implement strategies learned in the study of Marcia Tate books and materials. They will implement the 20 Brain Compatible Strategies in their classrooms. Action Type: Collaboration Action Type: Professional Development	Charla Myers	Start: 08/20/2010 End: 06/20/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$1730.00  ACTION BUDGET: \$1730
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-2011 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. Action Type: Program Evaluation	Janice Herring	Start: 07/01/2010 End: 06/06/2011		ACTION BUDGET: \$

Total Budget: \$7280

Intervention: A Literacy Coach will help Holcomb to evaluate, train, and make targeted decisions about the literacy needs of all students.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Literacy Coach will provide professional development to assist teachers in applying scientifically based reading research to all literacy instruction. Materials and supplies will be purchased including snacks, paper, and professional books Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Amanda Krell	Start: 08/19/2010 End: 06/02/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$750.00 <hr/> ACTION BUDGET: \$750
To assist teachers in establishing and managing an assessment system. Additional materials for assessment boards will be purchased. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Amanda Krell	Start: 08/19/2010 End: 06/02/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$50.00 <hr/> ACTION BUDGET: \$50
The literacy coach will observe and demonstrate for Literacy Learning Lab (in model classrooms) teachers in effective research based literacy practices with sustained mentoring until proficiency is achieved. DVD's and a flip camera will be purchased. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Amanda Krell	Start: 08/19/2010 End: 06/02/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$250.00 <hr/> ACTION BUDGET: \$250
A literacy coach will be hired for the 2010-2011 school year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 08/12/2010 End: 08/19/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$42799.00 Title I - Employee Benefits: \$9244.00 <hr/> ACTION BUDGET: \$52043
Literacy Coach will create a book room for professional development materials and to get instructional materials for literacy. Funds will be used to buy supplies, table and chairs for teachers to work in the book room. Action Type: AIP/IRI Action Type: Collaboration	Tracy Mulvenon	Start: 08/19/2010 End: 06/02/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$907.00 <hr/> ACTION BUDGET: \$907
Total Budget:				\$54000

Priority 2: Improving Mathematics

1. 2009-10 Data Kindergarten - 109 students were tested. Percent of students scoring advanced or above: Combined Population 109 tested - 55% African American 18 tested - 38.9% Economically Disabled 48 tested - 29.2% LEP 17 tested - 43.8% Disabilities less than 10 tested Caucasians 60 tested - 63.3% First - 117 students were tested. Percent of students scoring advanced or above: Combined Population 117 tested - 63.2% African American 12 tested - 33.3% Economically Disabled 39 tested - 46.2% LEP 16 tested - 37.5% Disabilities less than 10 tested Caucasians 68 tested - 73.5% Second - 118 students were tested. Percent of students scoring advanced or above: Combined Population 118 tested - 67.8% African American 14 tested - 42.9% Economically Disabled 55 tested - 50.9% LEP 15 tested - 26.7% Disabilities 14 tested - 28.6% Caucasians 69 tested - 82.6% Third - 100 students were tested. Percent of students scoring advanced or above: Combined Population 100 tested - 64% African American 13 tested - 53.8% Economically Disabled 48 tested - 47.9% LEP 18 tested - 16.7% Disabilities less than 10 tested Caucasians 54 tested - 77.8% Fourth - 92 students were tested. Percent of students scoring advanced or above: Combined Population 92 tested - 76.1% African American 18 tested - 50.0% Economically Disabled 39 tested - 53.8% LEP 17 tested - 50% Disabilities 10 tested - 60% Caucasians 51 tested - 90.2% o MAP - MATH: 37% of current 3rd and 4th graders were below the 50th %tile in math at the end of last year. Measurement and Data Analysis were areas of LOW performance for the greatest percentage of current 3rd and 4th graders - (28% of those tested were identified as LOW in this area which is below the 33rd %tile nationally).
2. MAT-8 2009 Kindergarten - 108 students were tested. Percent of students scoring advanced or above: Combined Population 108 tested - 88% African American 14 tested - 79% Economically Disabled 40 tested - 48% LEP 16 tested - 56% Disabilities less than 10 tested Caucasians 73 tested - 95% SAT-10 2009 Grade 1 Percent of students scoring at or above the 50th percentile: Combined Population 104 tested - 73% Math Economically Disadvantaged - 54% Math LEP - 27% Math Disabilities fewer than 10 tested Grade 2 Percent of students scoring at or above the 50th percentile: Combined Population 95 tested - 67.3% Math Economically Disadvantaged 38 tested - 36.8% Math LEP 13 tested - 41.6% Math Disabilities 10 tested - 70% Math Grade 3 Percent of students scoring at or above the 50th percentile: Combined Population 94 tested - 65.1% Math Economically Disadvantaged 36 tested - 40.3% Math LEP 11 tested - 18.6% Math Disabilities 10 tested - 58.9% Math African American 22 tested - 50% Math Caucasian - 58 tested - 75.86% Math Grade 4 Percent of students scoring at or above the 50th percentile: Combined Population 98 tested - 80.6% Math Economically Disadvantaged 43 tested - 71.3% Math LEP 17 tested - 77.5% Math Disabilities 12 tested - 49.6% Math African American 12 tested - 75% Math Caucasian - 60 tested - 83.33% Math Grade 5 Percent of students scoring at or above the 50th percentile: Combined Population 89 tested - 77.5% Math Economically Disadvantaged 34 tested - 58.9% Math LEP 12 tested - 49.6% Math Disabilities less than 10 tested African American 17 tested - 47% Math Caucasian - 59 tested - 89.83% Math On the 2009 Third Grade Benchmark 91 students were tested and of those tested: Students who scored at, or above, Proficient in Literacy on the Benchmark Exam: Combined Population 91 tested - 84% African American 16 tested - 75% LEP 18 tested - 72% Economically Disadvantaged 41 tested - 71% Disabilities 12 tested - 67% On the 2009 Fourth Grade Benchmark 93 students were tested and of those tested: Students who scored at, or above, Proficient in Literacy on the Benchmark Exam: Combined Population 93 tested - 80% African American 16 tested - 75% LEP 15 tested - 47% Economically Disadvantaged 32 tested - 59% Disabilities less than 10 tested. On the 2009 Fifth Grade Benchmark 82 students were tested and of those tested: Students who scored at, or above, Proficient in Literacy on the Benchmark Exam: Combined Population 82 tested - 74% African American 17 tested - 53% LEP less than 10 were tested Economically Disadvantaged 30 tested - 50% Disabilities less than 10 were tested.
3. NRT Fall 2008 MAT-8 Grade 1 - 112 students were tested: Percent of students scoring at or above the 50th percentile: Combined Population 112 tested - 67% African American 19 tested - 53% Hispanic 14 tested - 61% Caucasian 59 tested - 85% Economically Disabled 33 tested - 27% LEP 18 tested - 6% Fewer than 10 students with Disabilities were tested. NRT Spring 2008 SAT10 First Grade - 104 students were tested: Percent of students scoring at or above the 50th percentile Combined Population 104 tested - 56.7% African American 20 tested - 55% Hispanic 18 tested - 16.7% Caucasian 59 tested - 74.6% Economically Disabled 46 tested - 32.6% LEP 18 tested - 5.6% Fewer than 10 students with Disabilities were tested. Second Grade - 95 students tested Percent of students scoring at or above the 50th percentile: Combined Population 95 tested - 64.2% African American 22 tested - 45.5% Hispanic 11 tested - 54.5% Caucasian 56 tested - 73.2% Economically Disabled 38 tested - 34.2% LEP 12 tested - 33.3% Students with Disabilities 10 tested - 60% Third Grade - 91 students tested Percent of students scoring at or above the 50th percentile: Combined Population 91 tested - 71.4% African American 12 tested - 75% Hispanic 18 tested - 66.7% Caucasian 57 tested - 71.9% Economically Disabled 41 tested - 58.5% LEP 18 tested -

Supporting  
Data:

61.1% Students with Disabilities 12 tested - 50% Fourth Grade - 93 tested Percent of students scoring at or above the 50th percentile: Combined Population 93 tested - 75.3% African American 16 tested - 68.8% Hispanic 11 tested - 54.5% Caucasian 61 tested - 83.6% Economically Disabled 32 tested - 59.4% LEP 15 tested - 46.7% Students with Disabilities Fewer than 10 tested Fifth Grade - 82 tested Percent of students scoring at or above the 50th percentile: Combined Population 82 tested - 72% African American 16 tested - 43.8% Hispanic fewer than 10 tested Caucasian 54 tested - 79.6% Economically Disabled 30 tested - 46.7% LEP fewer than 10 tested Students with Disabilities fewer than 10 tested

2008 Benchmark Exam

Third Grade 84 students were tested:

86.9% of Combined Students scored at, or above, Proficient;  
12 tested, 75% of African American Students scored at, or above, Proficient;  
15 tested, 86.7% of Hispanic Students scored at, or above, Proficient;  
53 tested, 90.6% of Caucasian Students scored at, or above, Proficient;  
35 tested, 77.1% of Econ. Disadvantaged Students scored at, or above, Proficient;  
16 tested, 81.3% of LEP Students scored at, or above, Proficient;  
12 tested, 75% of Students with Disabilities scored at, or above, Proficient;

On the 2008 Grade 4 Mathematics Benchmark Exam 93 students were tested:

79.6% of Combined Students scored at, or above, Proficient;  
15 tested, 73.3% of African American Students scored at, or above, Proficient;  
10 tested, 50% of Hispanic Students scored at, or above, Proficient;  
63 tested, 88.9% of Caucasian Students scored at, or above, Proficient;  
31 tested, 58.1% of Econ. Disadvantaged Students scored at, or above, Proficient;  
14 tested, 42.9% of LEP Students scored at, or above, Proficient;  
Fewer than 10 Students within the subpopulation of Students with Disabilities was tested.

On the 2008 Grade 5 Mathematics Benchmark Exam 81 students were tested:

76.5% of Combined Students scored at, or above, Proficient;  
16 tested, 50% of African American Students scored at, or above, Proficient;  
54 tested, 83.3% of Caucasian Students scored at, or above, Proficient;  
27 tested, 55.6% of Econ. Disadvantaged Students scored at, or above, Proficient;  
Fewer than 10 Students within the subpopulations of Students with Disabilities, Hispanic, and LEP were tested.

1. Attendance Rate: 2009 attendance rate was 95.94%. In 2008, the attendance rate for the building was 95%.

1.

Goal All students will improve in answering multiple choice and open-response math questions with respect to consistent weaknesses in the areas of geometry and number operations in third and geometry and data analysis in fourth.

Benchmark The Combined Population and each subgroup is expected to meet the AYP target calculated by the ADE (70%) and included in the NCLB Accountability Workbook. The African American population at Holcomb did not meet that goal. They were only at 56.8% proficient or advanced.

Intervention: Open-Ended Problem-Solving Strategies

Scientific Based Research: Smart Step,2001; National Council of Teachers of Mathematics Principles and Standards for School Mathematics,2000; Journal of Research in Mathematics Education,2001; TERC at www.terc.edu,2001; New Resources for School Mathematics published by COMAP & funded by NSF, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Use a certified interventionist) to implement mathematics problem-solving strategies in the classroom by teaching students scoring expectations and a variety of open-ended problem solving techniques. Comprehensive open-ended math assessment materials will be used to reinforce student learning. Student needs will be based on summative evaluations.                      Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Program Evaluation                      Action Type: Technology Inclusion                      Action Type: Title I Target Assistance</p>	Janice Herring	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Teachers will use the Everyday Math series, performance assessments, questioning techniques, scoring guides (rubrics) and Benchmark open-response scoring to increase student math skills. Training for teachers will be offered. Training materials will be purchased for teachers to reinforce math skills. In addition to requirements already funded with local monies, teacher training materials and supplies (such as manuals and other training materials) will be purchased throughout the year to make available additional opportunities for student learning.                      Action Type: Professional Development</p>	Trista Hough	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Contnue using a highly qualified instructional aide (non-certified) to provide students with additional assistance in order to improve math skills.                      Action Type: Equity</p>	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 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.                      Action Type: Program Evaluation</p>	Janice Herring	Start: 07/01/2010 End: 06/06/2011		<hr/> ACTION BUDGET: \$
<p>CLOSING THE ACHIEVEMENT GAP: Regular meetings of our Math 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,</p>	Mary Briggs	Start: 07/01/2010 End: 06/06/2011		<hr/> ACTION BUDGET: \$

scientifically validated, interventions designed to improve our ability to improve student performance on the math portion of all assessments. B. The ongoing monitoring of student progress 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 that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning.

Action Type: Alignment  
 Action Type: Collaboration  
 Action Type: Program Evaluation

Total Budget: \$0

Intervention: Small Group Remediation & Enrichment Sessions

Scientific Based Research: Fagar, J. "Strategies for Successful Learning." ERIC Database. 1999;US Department of Education, Office of the Deputy Secretary, "Evidence That Tutoring Works," Eric database, 2001;Engman, L. R. "In-a-Roll: A Successful After-School Tutoring Program."ERIC Database1992.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will work with students on areas of need as well as released Benchmark Items during Team Time each week during the school day. These sessions will include small group remediation and enrichment instruction based on student needs. Materials will be purchased to be used with students. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning.</p> <p>Action Type: Alignment            Action Type: Equity            Action Type: Program Evaluation            Action Type: Title I Schoolwide</p>	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action</p>	Ashley Jones	Start: 07/01/2010 End: 06/06/2011		<hr/> <p>ACTION BUDGET: \$</p>

descriptions within this intervention/program.				
Action Type: Program Evaluation				
Total Budget:				\$500

Goal All students will improve in the automaticity of basic math facts that when mastered can facilitate further growth in the data analysis/problem solving area.

Benchmark

Intervention: Computation Strategies/Practice				
Scientific Based Research: TERC/Communications Math Packs www.terc.edu, TIMSS, McREL, Standards in Classroom Practice Research Synthesis, USDE-OERI, Oct.2001				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Integrate supplemental computational strategies and materials into the math program. The school will use computational materials and calculators to support the standards-based Everyday Mathematics Program. Math in Flash program as well as other games and calculators will be purchased. Action Type: Alignment Action Type: Special Education	Mary Briggs	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title I - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
Provide professional development for identifying students with math computation needs using formative and summative evaluations. Evaluate student progress on grade level formative quarterly assessments and communicate results to parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Karen Stowe-Rains	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-09 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. Action Type: Program Evaluation	Ashley Jones	Start: 07/01/2010 End: 06/06/2011		ACTION BUDGET: \$
Total Budget:				\$1000

Intervention: Parent Involvement				
Scientific Based Research: Schools and Families: Creating a Math Partnership. Scott Foresman/Addison-Wesley, 2002; Principles and Standards for School Mathematics. NCTM, 2000				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENT INVOLVEMENT: Parents will	Katie	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

<p>review student performance samples on open-response problems in mathematics during parent teacher conferences. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities to enable and encourage parents and students to practice open response problems at home. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Parker	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Staff</li> <li>● Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TRANSITION: Each spring teachers travel with students who will be transitioning from our elementary school to the middle schools they will attend. The receiving school organizes a tour and an orientation night for parents so that they are more familiar with policies, procedures and expectations at the middle school level.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Emily Gunn	Start: 07/01/2010 End: 06/20/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TRANSITION: Each spring the Pre-K and kindergarten teachers and the special education teachers work together with outside agencies to transition students with special needs to the public school setting.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Libby Ferguson	Start: 07/01/2010 End: 06/20/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 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 Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. We will engage in other activities determined by the school to help a parent assist in his or her child's</p>	Janice Herring	Start: 07/01/2010 End: 06/06/2011		<hr/> <p>ACTION BUDGET: \$</p>

learning; Action Type: Program Evaluation				
Holcomb will conduct a Family Math Night that will highlight current research in mathematics and it will provide parents and students opportunities to experience the current math curriculum through Math Games. Funds will be used to buy snacks, games and educational prizes for the evening.	Mary Briggs	Start: 09/13/2010 End: 06/06/2011		Title I - Materials \$400.00 & Supplies:  ACTION BUDGET: \$400
Total Budget:				\$400

**Intervention: Standards-Based Math Program**

Scientific Based Research: Everyday Mathematics (McGraw-Hill); A Research-Based Curriculum: The Research Foundations of the UCSMP Everyday Mathematics Curriculum, 1999, Andrew Isaacs, William Carroll and Max Bell; Student Achievement Studies, Everyday Learning, 2004, Mastering Math Facts.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Employ full time interventionist (see salary in literacy) and three .5 FTE highly-qualified part time instructional aides to provide students with additional assistance in order to improve math skills. This money is in addition to requirements already funded with local monies. Action Type: Equity	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Use summative evaluations such as the QUALLS, MAT-8, SAT-10, and the Primary Benchmark Exam (Grades 3 & 4) to evaluate student progress in math achievement. To prepare the students for the SAT-10, the school will purchase and utilize SAT-10 preparation booklets. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning. Action Type: Equity Action Type: Program Evaluation	Beth Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Use Everyday Mathematics lessons and assessments in kindergarten through fourth grade classrooms. Monitor student progress. Use Every MAPS testing as an assessment tool. Action Type: Alignment Action Type: Collaboration	Shelley Wilcoxson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Title 1, Special Education, ESL, classroom teachers, Interventionist, and Response to Intervention team will collaborate to implement differentiated strategies for all students with Academic Improvement Plans and/or special needs to improve mathematics skills. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Beth Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Train new teachers in the use of Everyday Mathematics. In addition to requirements already funded with local monies, training will be provided. Action Type: Professional Development	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this	Ashley Jones	Start: 07/01/2010		<hr/> ACTION

Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 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. Action Type: Program Evaluation		End: 06/06/2011		BUDGET: \$
A full time certified Interventionalist will be hired to reduce numbers in math instruction for Tier I, or provide interventions for students who are in Tier II and III.	Beth Saferite	Start: 08/16/2010 End: 06/03/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Curriculum will be mapped and aligned

Scientific Based Research: Integrating Curriculum and Assessment, K12. Heidi Hayes Jacobs. ASCD, 1997.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will have the opportunity to review and discuss Math Curriculum by attending school meetings, previewing the website, and accessing materials in the parent center. Materials will be purchased such as additional paper for copies Action Type: Parental Engagement	Trista Hough	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2009-10 administration of the 3-5th grade Augmented Benchmark, MAT8 and SAT 10 Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. 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. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2009-10 Supporting Data Statements show the discrepancies in achievement, among our various populations. We are modifying our Curriculum, 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: NUMERICAL	Beth Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>OPERATIONS, GEOMETRY, MEASUREMENT, AND DATA ANALYSIS/PROBABILITY. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in grade level teams weekly and as an entire faculty at least quarterly 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 "Assessment/Intervention" folders. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>SCHOOLWIDE REFORM STRATEGIES: After the curriculum maps are completed, grade level teams, special areas, special education, and cross grade-level meetings will be held to correct gaps and duplications. This will include horizontal and vertical alignment and alignment to the Arkansas State Frameworks. Action Type: Collaboration Action Type: Title I Schoolwide</p>	Emily Gunn	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$
<p>SCHOOLWIDE REFORM STRATEGIES: Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices that are chosen to help improve student achievement. This planning time is provided during the course of the day. The actions described in our school's ACSIP plan are monitored to determine how closely aligned they are with the mission of our school. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 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.</p>	Tracy Mulvenon	Start: 07/01/2010 End: 06/06/2011		ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2009-10 administration of grades K-4 MAT-8, Augmented Benchmark, and SAT 10 Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. Teachers aggregated</p>	Janice Herring	Start: 09/13/2010 End: 06/06/2011		ACTION BUDGET: \$

<p>and disaggregated all the data for the purpose of establishing student learning and behavioral goals. 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. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2009 Supporting Data Statements show the discrepancies in achievement, among our various populations. We are modifying our Curriculum, 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: MEASUREMENT, DATA ANALYSIS/PROBABILITY, AND GEOMETRY. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in grade level 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 AIP, IRI, and ASSESSMENT folders. Action Type: Program Evaluation</p>					
Total Budget:					\$0

Priority 3: Following Arkansas Act 1220, Holcomb students participated in a yearly BMI screening.

1. Body Mass Index Data 2009-2010: of the 628\_\_\_\_\_ student population, 316 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: Grade K: Males 27.9%, 19% Females Grade 2: Males 32.8%, 39.6% Females Grade 4: Males 38.9%, 34.1% Females Total Population: Males 33.5% Females 30.3%
2. Body Mass Index Data 2008-2009: of the 615 student population, 143 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: Grade K: Males 34%, 36.2% Females Grade 2: Males 24.4%, 30.6% Females Grade 4: Males 44.2%, 40% Females Total Population: Males 35% Females 34.8%
3. 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.

1. 08-09 School Health Index Data showed that our staff needs to be trained in CPR and first aid and that our playground needs to have drainage issues addressed. A plan was created to improve both situations.
1. Free/Reduced Rate:  
2009-10 - 41%  
2008-09 - 38%
1. As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)

Goal Students will become more aware of healthier lifestyles to improve their overall wellness.

Benchmark The Combined Population and each subgroup is expected to meet the AYP target calculated by the ADE (58.7%) and included in the NCLB Accountability Workbook. The African American population at Holcomb did not meet that goal. They were only at 58.7% proficient or advanced. 34.9% of Holcomb's students are considered Overweight/Obese. 65.1% is considered to be underweight/healthy

Intervention: Holcomb Elementary School will incorporate strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: P.E. 4 Life - Building Healthy Student Bodies - One at a Time; www.pe4life.org, 2000				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage participation in the physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Collaboration Action Type: Wellness	Tana Dawson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> 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 and/or suggestions in parent newsletters that include tips for parents/caregivers. Also, create a time before school for students to stretch their legs by "Running Across America" and other activities in the gym. Action Type: Wellness	Tana Dawson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$150.00 <hr/> ACTION BUDGET: \$150
Encourage participation in family oriented, community-based physical activity programs, and family hikes (4th). Action Type: Parental Engagement Action Type: Wellness	Tana Dawson / Mary Briggs	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
To assess Holcomb Elementary 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	Tracy Mulvenon	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments (BMI), Health Index Survey, and local summative assessments 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	Jason Edwards	Start: 07/01/2010 End: 06/06/2011		<hr/> ACTION BUDGET: \$

increase student achievement. During the 2010-11 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. Action Type: Program Evaluation				
Total Budget:				\$150

Intervention: Students at Holcomb Elementary School will understand concepts related to nutrition and develop skills for making healthy food choices.

Scientific Based Research: Kids for Health Program; www.kidsforhealth.com, 1994

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will learn about making healthy food choices through participation in Kids for Health classes. Lessons will be based on current Arkansas standards. Action Type: Wellness	Tanika Anderson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2008-2009 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments (BMI), Health Index Survey, and local summative assessments 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. During the 2009-2010 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. Action Type: Program Evaluation	Penny Morgan	Start: 07/01/2010 End: 06/06/2010		<hr/> ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2009-10 administration of grades K, 2, 4 BMI Exams. We examined the results from both the combined population and by sex. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. 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. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2009 Supporting Data Statements show the discrepancies in achievement, among our various populations. We are modifying our Curriculum, Instruction, Assessment and	Gina Broyles	Start: 09/13/2010 End: 06/06/2011		<hr/> ACTION BUDGET: \$

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 Wellness Priority. Our weaknesses are in the area of OVERWEIGHT OR OBESITY in all grade levels in which the BMI was given. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level 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 AIP, IRI, and assessment folders. Action Type: Program Evaluation				
Total Budget:	\$0			

Priority 5: Comprehensive Literacy Model

1. NRT Spring 2009 MAT-8 Kindergarten - 108 students were tested. Percent of students scoring advanced or above: Combined Population 108 tested - 86% LEP 16 tested - 50% SAT-10 Grade 1 - 103 students were tested: Percent of students scoring advanced or above: Combined Population 103 tested - 68% LEP - 39% Second Grade - 95 students tested Percent of students scoring at or above the 50th percentile: Grade 2 - 95 students were tested: Percent of students scoring advanced or above: Combined Population 95 tested - 63% LEP 12 tested - 8 Third Grade - 94 students tested Percent of students scoring at or above the 50th percentile: Combined Population 94 tested - 49.6% Reading, 43.4% Language LEP 11 tested - 0% Reading, 0% Language Fourth Grade - 98 tested Percent of students scoring at or above the 50th percentile: Combined Population 98 tested - 68.2% Reading, 46.5% Language LEP 17 tested - 58.9% Reading, 34.1% Language Fifth Grade - 89 tested Percent of students scoring at or above the 50th percentile: Combined Population 89 tested - 65.1% Reading, 49.6% Language LEP 12 tested - 24.8% Reading, 34.1% Language

BENCHMARK - On the 2009 Third Grade Benchmark 91 students were tested and of those tested:  
Students who scored at, or above, Proficient in Literacy on the Benchmark Exam:  
Combined Population 91 tested - 71%  
LEP 18 tested - 50%

Supporting Data:

On the 2009 Fourth Grade Benchmark 93 students were tested and of those tested.  
Students who scored at, or above, Proficient in Literacy on the Benchmark Exam:  
Combined Population 93 tested - 74%  
LEP 15 tested - 33%

On the 2009 Fifth Grade Benchmark 82 students were tested and of those tested:  
Students who scored at, or above, Proficient in Literacy on the Benchmark Exam:  
Combined Population 82 tested - 74%  
LEP less than ten tested

Goal ELL students will improve in reading comprehension with additional attention to Literary and Content reading passages.

Benchmark The Combined Population and each subgroup is expected to meet the AYP target calculated by the ADE (72.7%) and included in the NCLB Accountability Workbook.

Intervention: Provide teachers with quality professional development in ELL and the reading process and data analysis that will provide with strategies and skills to help promote and enhance learning opportunities for ELL students.				
Scientific Based Research: Assessing Impact: Evaluating Staff Development” Joellen Killion ,2002, www.nsd.org "Assessing Impact of Professional Development on Teaching and Students", Seth Aldrich, Ph.D, 2004, www.programevaluation.org; Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics, 1998, National Institute for Science Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: At the conclusion of the 2009-10 school year, we evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments 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. During the 2010-11 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. Action Type: Equity	Tracy Mulvenon	Start: 09/15/2010 End: 06/06/2011		ACTION BUDGET: \$
HIGHLY QULALIFIED STAFF will be hired to work with ELL students. ELL teachers will be given additional funds for ELL specific resources. Teachers will use a variety of intervention as mention in the literacy section of this plan with ELL students. Action Type: Equity	Charla Myers	Start: 09/16/2009 End: 06/06/2010		Title I - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
An instructional assistant will be hired to assist with ELL students. Action Type: Equity	Charla Myers	Start: 09/16/2010 End: 06/06/2011		ACTION BUDGET: \$
Interpreters will be provided for parent / teacher conferences or other meetings. Action Type: Equity	Charla Myers	Start: 09/16/2010 End: 06/06/2011		ACTION BUDGET: \$
Total Budget:				\$500

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

Supporting Data:

- 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.
- 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%
- 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 Mentally Retarded.

Benchmark : Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Mentally Retarded to below the state target for the 2010-2011 school year.

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as mentally retarded by using EARLY INTERVENTION STRATEGIES, SCHOOL-BASED INTERVENTION TEAMS and EARLY LITERACY STRATEGIES. These strategies include LEAP AHEAD, summer instruction, 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 and lunchtime tutoring at FHS.				
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
IDEA Title VI-B, CEIS (Coordinated Early Intervening Services) funding will be used to partially pay for the LEAP AHEAD program at Owl Creek School. This 3-week summer program will target students who are at least one year behind grade-level in Reading. Students will receive targeted, intensive interventions in small groups. These students will be tracked to monitor progress. This is an early-intervention program meant to prevent students from being inappropriately placed in SPED programs and inappropriately labeled. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Fayetteville Schools will conduct a book study exploring the issues related to cultural diversity and race in the educational realm. The book study will focus on targeted staff, and include "The Courageous Conversation about Race". These efforts will keep all CIAA staff aware of issues related to diverse cultural and ethnic and linguistic backgrounds. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The AYP targets for the 2010-2011 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: 78.40% Math: 77.50% 6-8: Literacy: 75.70% Math: 73.41% 9-12:	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

Literacy: 75.81% Math: 73.45% Action Type: Program Evaluation Action Type: Special Education			
The district will implement K-2 MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware) These materials will be purchased using IDEA title VI-B CEIS funds. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	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: 07/01/2010 End: 06/30/2011	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. In the 2009-2010 school year, the school age percentage was 100% which meets the goal from 2009. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
Schools will purchase early intervention materials, including Read 180 and System 44 kits, 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: 07/01/2010 End: 06/30/2011	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: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
Fayetteville schools will employ a national consultant to provide training in improvement of our co-teaching model. These sessions will be aimed at both SPED and general education teachers. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
Fayetteville Schools will expand health and mental health resources for targeted populations at Owl Creek School (Owl Creek Project). These services will be available to students across the district. Action Type: Collaboration	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Special Education				
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. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The following expenditures will be allocated specifically to Holcomb Elementary from district CEIS funds: Lexia Reading Software Barton Reading/Spelling Spiral-Up Phonics Step Up To Writing English/Primary Curriculum Oral Language Good Habits of Great Readers Blends/ABC Charts Word/Vocabulary Skills MAP Testing Computers MAP Testing Licenses Total: \$49,005.30 Action Type: Collaboration Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Anita Ulrich	Kindergarten	Literacy
Classroom Teacher	Ashley Jones	2nd Grade	Math
Classroom Teacher	Brooke Parker	1st Grade	Literacy
Classroom Teacher	Cara Mendoza	Kindergarten	Literacy
Classroom Teacher	Christy Dugger	2nd Grade	Literacy
Classroom Teacher	Debbye Elledge	VI Teacher	Literacy
Classroom Teacher	Emily Gunn	4th Grade	Math
Classroom Teacher	Gina Broyles	Kindergarten	Health & Wellness
Classroom Teacher	Haley Weaver	2nd Grade	Lieracy
Classroom Teacher	Helen Eaton	4th Grade	Literacy
Classroom Teacher	Jason Edwards	1st Grade	Health & Wellness
Classroom Teacher	Jennifer Reich	2nd Grade	Literacy
Classroom Teacher	Julie Brandt	3rd Grade	Literacy
Classroom Teacher	Karen Stowe-Rains	Kindergarten	Math
Classroom Teacher	Katie Parker	1st Grade	Math
Classroom Teacher	Libby Ferguson	Pre-K	Health & Wellness
Classroom Teacher	Mary Briggs	4th grade	ACSIP Leadership / Math
Classroom Teacher	Melanie Johnson	3rd Grade	Literacy
Classroom Teacher	Rhonda Crouch	3rd Grade	Literacy
Classroom Teacher	Shannon Raffaelli	Kindergarten	Literacy
Classroom Teacher	Shelley Wilcoxson	3rd Grade	Math
Classroom Teacher	Sonya Zimmer	1st grade	ACSIP Leadership / Literacy
Classroom Teacher	Tamara Post	2nd Grade	Math

Classroom Teacher	Tanika Anderson	4th Grade	Health & Wellness
Classroom Teacher	Trista Hough	3rd Grade	Math
Classroom Teacher	Wendy McCain	1st Grade	Literacy
District-Level Professional	Christie Jay	Federal Programs Coordinator	ACSIP Admin. Leadership
District-Level Professional	Lester Long	Title V Coordinator	Title V
Non-Classroom Professional Staff	Amanda Krell	Literacy Coach	Literacy
Non-Classroom Professional Staff	Bekah Murphy	Gifted and Talented	Literacy
Non-Classroom Professional Staff	Beth Saferite	Title 1 Math	Math
Non-Classroom Professional Staff	Carol Wilson	Resource	Literacy
Non-Classroom Professional Staff	Charla Myers	ESL	Literacy
Non-Classroom Professional Staff	Claude McGehee	Technology Curriculum Specialist	Math
Non-Classroom Professional Staff	Debbie Santeford	Media Specialist	Parent Engagement
Non-Classroom Professional Staff	Janice Herring	Assistant Principal / ASCIP Chairperson	ACSIP Leadership
Non-Classroom Professional Staff	Jody Robertson	Counselor	Parent Involvement
Non-Classroom Professional Staff	Nadean Yoakum	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Paula Aldama	Music	Literacy
Non-Classroom Professional Staff	Penny Morgan	School Nurse - LPN	Health & Wellness
Non-Classroom Professional Staff	Tana Dawson	Certified PE instructor	Health & Wellness
Parent	Kamron Whitehead	Parent	Parent Involvement
Parent	Lisa Stinnett	Team Member	Parent Involvement
Principal	Tracy Mulvenon	Principal	ACSIP Leadership