



# 2010-2011 ARCHIVE

## School Plan

[Print Version](#)

### HOLT MIDDLE SCHOOL

### Arkansas Comprehensive School Improvement Plan

### 2010-2011

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

Grade Span: 5-7

Title I: Title I Schoolwide

School Improvement: SI\_3

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#### Priority 1: Literacy

**Goal:** All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in reading comprehension and written expression.

70% of all student will meet or exceed their growth increment in Literacy with regard to MAP testing.

#### Priority 2: Math

**Goal:** All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in math computation and problem solving.

#### Priority 3: Parent Involvement

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

#### Priority 4: Wellness

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

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

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

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

**Goal:** : Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.

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

1. ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-6th Grade Literacy Exam

Report Created: Sep 1, 2010

2010-# Tested & Percent of Students Scoring Proficient/Advanced:

205 Students:	71% of Combined Students
46 Students:	54% of African American Students
33 Students:	59% of Hispanic Students
118 Students:	82% of Caucasian Students
119 Students:	63% of Econ. Disadvantaged Students
26 Students:	50% of LEP Students
24 Students:	25% of Students with Disabilities

Combined Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style. African American Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: content. The trend analysis of the questions in the five writing domains revealed that the lowest identified area(s) are: content and style. Hispanic Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: content and style. Caucasian Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) is: content. The trend analysis of the questions in the five writing domains revealed that the lowest identified area(s) are: content and style. Economically Disadvantaged Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: content . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: content and style. LEP Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style. Students with Disabilities Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style.

ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-7th Grade Literacy Exam

Report Created: Sep 1, 2010

2010-# Tested & Percent of Students Scoring Proficient/Advanced:

211 Students:	73% of Combined Students
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37 Students:	68% of African American Students
32 Students:	60% of Hispanic Students
136 Students:	79% of Caucasian Students
106 Students:	59% of Econ. Disadvantaged Students
17 Students:	41% of LEP students
29 Students:	21% of Students with Disabilities

Combined Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and style.

African American Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style.

Hispanic Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style.

Caucasian Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style.

Economically Disadvantaged Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: content . The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: content and style.

Students with Disabilities Subpopulation: The trend analysis of the open response and multiple choice questions, in the three types of reading passages revealed that the lowest identified area(s) are: Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Content and Style.

#### Literacy Priority

##### 1. Combined Population:

Grade 6 Benchmark Exam: In 2010, 71 % scored proficient or advanced. In 2009, 73.89% scored proficient or advanced. In 2008, 69.6 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: literary and content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

##### 2. Students with Disabilities (IEP):

Grade 6 Benchmark Exam: In 2010, 23 % scored proficient or advanced. In 2009, 16.67 % scored proficient or advanced. In 2008, 48 % scored proficient or advanced. The 3 year trend analysis of the open response and

multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

3. Limited English Proficient (LEP):

Grade 6 Benchmark Exam: In 2010, 50 % scored proficient or advanced. In 2009, 73.3 % scored proficient or advanced. In 2008, 47.6 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content.

4. Economically Disadvantaged (FRLP):

Grade 6 Benchmark Exam: In 2010, 63% scored proficient or advanced. In 2009, 58.42 % scored proficient or advanced. In 2008, 58.2 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

5. Caucasian:

Grade 6 Benchmark Exam: In 2010, 81 % scored proficient or advanced. In 2009, 78.46 % scored proficient or advanced. In 2008, 78 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

Supporting  
Data:

6. African-American:

Grade 6 Benchmark Exam: In 2010, 56 % scored proficient or advanced. In 2009, 55.26 % scored proficient or advanced. In 2008, 56.8 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

7. Hispanic:

Grade 6 Benchmark Exam: In 2010, 60 % scored proficient or advanced. In 2009, 71.43 % scored proficient or advanced. In 2008, 59.1 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

Literacy Priority

1. Combined Population:

Grade 7 Benchmark Exam: In 2010, 73% scored proficient or advanced. In 2009, 73.14 % scored proficient or advanced. In 2008, 71.79 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: 2008 practical, 2009and

2010 content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

2. Students with Disabilities (IEP):

Grade 7 Benchmark Exam: In 2010, 21 % scored proficient or advanced. In 2009, 26.67 % scored proficient or advanced. In 2008, 20 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: 2008 practical, 2009 and 2010 content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

3. Limited English Proficient (LEP):

Grade 7 Benchmark Exam: In 2010, 41 % scored proficient or advanced. In 2009, 33.33 % scored proficient or advanced. In 2008, 50 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: ----- The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: -----

4. Economically Disadvantaged (FRLP):

Grade 7 Benchmark Exam: In 2010, 59 % scored proficient or advanced. In 2009, 63.33 % scored proficient or advanced. In 2008, 55.6 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

5. Caucasian:

Grade 7 Benchmark Exam: In 2010, 79 % scored proficient or advanced. In 2009, 76.92 % scored proficient or advanced. In 2008, 78.1 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: 2008 practical, 2009 and 2010 content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

6. African-American:

Grade 7 Benchmark Exam: In 2010, 68 % scored proficient or advanced. In 2009, 71.79 % scored proficient or advanced. In 2008, 64.7% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: 2008 practical, 2009 and 2010 content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

7. Hispanic:

Grade 7 Benchmark Exam: In 2010, 60 % scored proficient or advanced. In 2009, 56.52 % scored proficient or advanced. In 2008, 69.6 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: 2008 practical, 2009 and 2010 content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

1. SAT-10: Combined population: Reading Comprehension Grade 6: In 2010 205 students were tested and 66% had an NPR score of 50, or above. In 2009 204 students were tested and 57.1% had an NPR score of 50, or above. In 2008 62.1% had an NPR score of 50, or above.

SAT-10 (09): Combined population: Reading Comprehension Grade 7: In 2010 211 students were tested and 65% had an NPR score of 50, or above. In 2009 177 students were tested and 62.1% had an NPR score of 50, or above. In 2008, 62.1% had an NPR score of 50, or above.

1. Attendance Rate:  
 2010: The attendance rate for the building was 91.13%  
 2009: The attendance rate for the building was 95.45%  
 2008: The attendance rate for the building was 96.1%.

Goal All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in reading comprehension and written expression.  
 70% of all student will meet or exceed their growth increment in Literacy with regard to MAP testing.

Benchmark The Combined Population and each Subpop MET the 2010 AYP target of 67.6% scoring Proficient/Advanced, except for the Students with Disabilities population, 38.2% Proficient/Advanced, and students with Limited English Proficiency, 65.9% Proficient/Advanced. It is expected that each of these populations will meet, or exceed, the 2011 AYP Target of 75.7% scoring Proficient/Advanced. Because all sub populations did not meet the AMO target, Holt Middle School status is School Improvement Year 3.

Intervention: Holt teachers and students will be provided high quality materials and resources to create a school of proficient readers and writers.				
Scientific Based Research: Step Up To Writing, Maureen E. Auman. Arkansas Writing Project, Sopris West, 1999 Arkansas Department of Education Literacy Lab Project				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To recognize and encourage ongoing student achievement in literacy, Holt's media specialist will maintain a School Publishing Center for publication of students' writing from across the curriculum. Funds will be used to purchase materials and supplies necessary for the publishing of student work. Parents will be recruited to assist with running the publishing center. Published materials will be sent home for parents to read. Committee will meet to evaluate and reflect upon current programs and practices using formative and summative data in order to determine areas for future focus and improvement. Action Type: Collaboration Action Type: Technology Inclusion	Pam Skipper	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$485.00 Title I - Purchased Services: \$90.00 <hr/> ACTION BUDGET: \$575
Holt will promote school-wide and	Jan Paul	Start:	<ul style="list-style-type: none"> <li>Outside</li> </ul>	Title I -

<p>community-wide literacy by conducting reading/writing celebrations. This will include a Family Literacy Night, presentations by visiting authors, Earth Day activities, and field trip transportation for students to see a movie based on a book they have read. Funds will be used to purchase food and fees for visiting authors.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>		<p>07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Consultants</li> <li>• Public Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Materials &amp; Supplies: \$4700.00</p> <hr/> <p>ACTION BUDGET: \$4700</p>
<p>Holt will hold an annual spelling bee and geography bee to encourage expanding vocabulary, practical reading, and word study. Materials and necessary supplies will be purchased.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Jan Paul</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$189.00</p> <hr/> <p>ACTION BUDGET: \$189</p>
<p>To foster a literacy-rich environment, in alignment with the ADE Literacy Lab philosophy, the school will procure appropriate reading materials and supplies and create reading corners and rooms conducive to a good reading atmosphere. Holt will also purchase and use interactive technology to raise levels of rigor and relevance in the language arts. Title I funds will be used to purchase the books, technology, and other accessories designed to provide all students with an interactive, literacy-rich environment.</p> <p>Action Type: Title I Schoolwide</p>	<p>Mike Mason</p>	<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>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$12592.02</p> <p>Title I - Capital Outlay: \$39954.98</p> <hr/> <p>ACTION BUDGET: \$52547</p>
<p>To provide supplemental instructional resources for 6th grade literacy, teachers will order a classroom set of "Scholastic Storyworks." 7th grade literacy teachers will order "BuckleDown Benchmark" booklets for each pack. All grades will subscribe to the online tools, "Expert Space" and "United Streaming," broadening the range of reading levels and materials available to students.</p> <p>Action Type: Title I Schoolwide</p>	<p>Audra Corbitt</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2600.00</p> <hr/> <p>ACTION BUDGET: \$2600</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this intervention by reviewing expenditures for materials and resources and by surveying the teachers about the effectiveness of the funds used for this intervention. The staff determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. Students have access to high quality reading materials in every classroom</p>	<p>Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>in the building and teachers are able to display these materials in an attractive, inviting manner. Survey results and ACTAAP Literacy scores show that this intervention is valuable in terms of supporting our efforts to increase student literacy achievement. During the 2010-2011 school year, we plan to follow the protocol listed above. We will use all available data, including Staff/student surveys, MAP testing data, and ACTAAP Reading scores, to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>				
<p>Supplemental reading materials and supplies will be purchased for struggling readers and writers, particularly for the school's ELL population. This will include Read180 materials. Title 1 funds will be used for these purchases.</p> <p>Action Type: Title I Schoolwide</p>	Deborah Karnes	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$9500.00</p> <hr/> <p>ACTION BUDGET: \$9500</p>
Total Budget:				\$70111
<p>Intervention: Holt teachers will conduct a variety of intervention programs for students who need remediation in literacy. The criteria used to determine need will be the Arkansas Benchmark scores, literacy screener results, formative and summative classroom assessments, MAP results, and teacher recommendations.</p>				
<p>Scientific Based Research: "Strategies that Work" by Harvey, S. &amp; Goudvis, A. 2000.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOL IMPROVEMENT YEAR 3: Holt will hire two part time (.67 FTE, .5 FTE), highly-qualified teachers to provide intervention services for struggling readers and writers. This will be in addition to the daily literacy instruction these students receive. Parents will be notified of student participation in extended literacy instruction.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>	Mike Mason	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee Salaries: \$54694.00 Title I - Employee Benefits: \$14220.00</p> <hr/> <p>ACTION BUDGET: \$68914</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams to analyze the test scores from the 2010 administration of the 6th and 7th grade (Augmented Benchmark) (EOC), SAT 10 Exams, and MAP Tests. We will examine the results from both the combined population and EACH subpopulation. We will conduct data analysis to</p>	Mike Mason	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, 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: the Content and Style domains in writing, Content and Literary open response. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in core teaching teams daily, as an entire faculty weekly, and in departmental teams monthly so that we can review formative, "real time," classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress in our network assessment folders. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>AIP/IRI: According to the guidelines of ACT 35, each student scoring below proficient will have an AIP created with the involvement of parents, teachers, and counselors. Parent signatures will be required for all AIPs. AIP students will participate in intervention classes and activities designed to provide POINT-IN TIME REMEDIATION for the development of the skills necessary to pass the various CRT exams. The process for determining students in need of remediation will be the following: 1) Benchmark scores and other pertinent data will be recorded on a spreadsheet for the entire school</p>	<p>Janice Ferguson</p>	<p>Start: 07/31/2009 End: 06/29/2010</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Computers</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>

<p>population. 2) This data will be sorted so that students scoring below proficient will be listed in order of their Benchmark scaled score. 3) Individual student strengths/weaknesses will be reviewed by core teachers, counselor, ESL/Sped teacher (if appropriate), and principal. 4) This team will recommend appropriate interventions. 5) Parents will be notified of these recommendations either in writing or at the fall parent/teacher conferences. 6) Holt will have the following literacy programs available to provide flexibility in placing students in appropriate reading and writing levels according to their needs: 1) Literacy Lab instructional model, 2) Reading/Writing Workshop, 3) "Buckle Down" curriculum for 7th grade, 4) READ 180, 5)QReads, and 6) Lexia.  Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>PROGRAM EVALUATION: 2YEAR PLAN: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through pre/post testing (Scholastic Reading Inventory, DIBELS ORF), CRT/NRT assessments (ACTAAP, Buckle Down Benchmark), and common local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. In addition, we implemented MAP testing, aligned with Common Core Standards. Specific intervention progress monitoring assessments were utilized to determine student growth as well (i.e. Read 180). The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: 40% of students scored below grade-level on their first ORF assessment. That number had decreased to 21% below grade-level by the end of year assessment. 86% of students involved in the intervention made ACTAAP scale score gains in literacy, 42% advanced one level of proficiency according ACTAAP Literacy Reports. During the 2010-2011 school year, we plan to follow the protocol listed above. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were)</p>	Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

<p>achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>				
<p>Rigor, Relevance, and Relationships (Literacy): Regular monthly meetings of our (Literacy) ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated Curriculum and Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress and Support Systems in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better facilitate Rigor, Relevance, and Relationships for all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored through the collection of Formative and Summative Data so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning.</p> <p>Action Type: Equity</p>	<p>Andrew Chance</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$68914</p>
<p>Intervention: Holt will provide its students and teachers with a rich, diverse library, media collection and technology to create a school of proficient readers and writers. These will be integrated into the curriculum through direct and indirect instruction by the library media specialist.</p>				
<p>Scientific Based Research: Information Power: Building Partnerships for Learning, American Library Association, 1998</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Using the district selection policy, the Holt media center will provide students and staff with access to a rich collection of diverse and up-to-date resources such as books, research and instructional</p>	<p>Pam Skipper</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$10000.00</p>

materials, videos, and learning games which support students in reaching challenging state learning expectations in all content areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				ACTION BUDGET: \$10000
The media specialist will provide opportunities for independent and group research projects that are integrated with classroom instruction and that result in written pieces that demonstrate students' abilities to communicate content knowledge. Action Type: Collaboration	Pam Skipper	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Students and staff will use technology to access information for content learning, to motivate students, to develop reading and writing skills, and to publish student work. Action Type: Collaboration	Pam Skipper	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program by doing an inventory of library holdings and an informal survey of the Holt staff. Holt has built up a tremendous library collection of: 18,000 books, 75 audio books, 15 MP3 players for the audio books, and subscriptions to 25 periodicals. The Holt staff believes that the library does an outstanding job of supporting their literacy instruction and research projects. The librarian uses the materials purchased to motivate students to read, to help students learn to conduct effective research on a wide range of topics, and to support teachers in selecting and acquiring appropriate instructional materials. Action Type: Program Evaluation	Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$10000

Intervention: Professional Development

Scientific Based Research: National Staff Development Council Standards, 2001; "Assessing Impact: Evaluating Staff Development" Joellen Killion, 2002, www.nsd.org

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM STRATEGIES: To assist in their efforts toward continuous improvement in curriculum, instruction, assessment, and student achievement, a representative segment of the Holt staff will participate in an annual planning event to evaluate and reflect upon current programs and practices using formative and summative data in order to determine areas for future focus and improvement. In addition, a PEER REVIEW of the Holt curriculum and practices will take place with the district planning team.	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>Findings of the events will be recorded and shared with the entire Holt staff for further discussion and research. Changes adopted will be included in the following year's improvement goals and the student and/or staff handbooks (as appropriate).</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>SCHOOLWIDE REFORM STRATEGIES: SCHOOL IMPROVEMENT YEAR 3: Holt teachers will participate in local, state, and national PROFESSIONAL DEVELOPMENT opportunities in literacy. Because Holt is Schoolwide Title I, at least 10% of the building's Title I allocation will be set aside for professional development for teachers and administrators. Special attention will be given to providing staff with PD designed to help raise achievement levels of the special education sub-population. In addition, Title II-A funds will be budgeted to provide ongoing professional trainings which include but are not limited to: Smart Step Literacy Lab Project, Northwest Arkansas Educational Services Cooperative, International Reading Association Conference, Northwest Arkansas Writing Project (Fall and Spring Mini-Conferences), the Open Summer Institute, So Many Books - So Little Time, Young Authors Series at Harding University, Reading in the Content Areas, READ180 National Summer Conference, University of Arkansas Literacy Symposium, Northwest Arkansas Middle Level Conference, Cooperative Learning, and the NMSA National Conference. Substitutes will be provided during release time for teachers to attend these trainings/conferences. The Language Arts teachers will provide MENTORING activities for teachers of other content areas, in addition to Pathwise, that are connected to the professional development and include a quality coaching model to provide assistance to the teachers. This comprehensive literacy model includes job-embedded, ongoing professional development with classroom protocols and conferences with teachers. All teachers will attend training in the winter and spring focusing on Literacy Strategies in specific content areas. In addition to purchased services, books and other professional development materials</p>	<p>Mike Mason</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title II-A - Employee Salaries: \$47.00 Title II-A - Employee Benefits: \$800.00 Title I - Purchased Services: \$22021.00 Title I - Materials &amp; Supplies: \$1400.00 Title II-A - Purchased Services: \$6443.00 Title I - Employee Salaries: \$5100.00 Title I - Employee Benefits: \$479.00</p> <hr/> <p>ACTION BUDGET: \$36290</p>

<p>will be purchased for Professional Learning Teams. Food, rinks, and snacks will be provided for all-day and evening Professional Development activities.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators) and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	Mike Mason	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: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program by reviewing the professional development received through the use of Title I funds. Holt spent more than the</p>	Principal	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$

amount required on professional development. In surveys at a staff meeting and in ACSIP meetings, the Holt staff overwhelming stated that the professional development received had helped them improve their instruction, resulting in higher levels of student achievement on the literacy Benchmark exam. Especially beneficial was the professional development received at the READ-180 National Summer Conference. A similar Likert-scale survey will be submitted to staff this year to determine this intervention's effectiveness during the 2010-2011 school year.  
Action Type: Program Evaluation

Holt principals are being trained to do Classroom Walk Throughs and will conduct them daily. Data will be made available to teachers.	Mike Mason	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
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Total Budget:				\$36290
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Intervention: Holt Teachers will teach students to become proficient or advanced readers and writers.

Scientific Based Research: Arkansas Smart Step Literacy Lab models, NRP's Becoming a Nation of Readers, University of Oregon's DIBELS, Classroom Instruction that Works- R. Marzano,2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
Holt Core Teachers will work with students to become fluent readers who are able to comprehend a variety of texts. Strategies used to achieve this goal include; making connections, questioning, visualizing, inferring and predicting, analyzing, and synthesizing. All Core Teachers will participate in professional development specific to developing literacy in their content areas. Action Type: Equity	Audra Corbitt	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
HIGHLY QUALIFIED: Holt Core Teachers, all but two of whom are highly qualified according to federal standards, will integrate reading instruction into every content area. STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. We work with the University of Arkansas in the placement of their best teacher candidates in our school. Action Type: Title I Schoolwide	Richard Guthrie	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Holt Language Arts Teachers will, throughout each quarter, administer Formative reading assessments to monitor instructional effectiveness. The MAP reading exam will be administered to each student three times per year. The SRI exam will be administered to R-180 students a minimum of four times per year. Results of these assessments will filed and made available to parents. Action Type: Alignment Action Type: Parental Engagement	Audra Corbitt	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
SCHOOL IMPROVEMENT YEAR 2: Holt's ACSIP Literacy Committee will meet monthly to establish	Audra Corbitt	Start: 07/01/2010	• Teachers	

<p>uniform standards and ensure consistency in scoring of formative assessments. Teacher mentoring activities will be incorporated into monthly meetings to provide assistance to teachers. ACSIP peer reviews will take place quarterly to implement and revise a two year plan. Action Type: Alignment</p>		<p>End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: 2 Year Plan: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through pre/post testing (Scholastic Reading Inventory, DIBELS ORF), CRT/NRT assessments (ACTAAP, Buckle Down Benchmark), and common local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. In addition, we implemented MAP testing, aligned with Common Core Standards. Specific intervention progress monitoring assessments were utilized to determine student growth (i.e. Read 180). The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Holt students demonstrated an 8wpm increase in Oral Reading Fluency. SRI results for 6th grade show an average gain of 93 points on the Lexile scale. 7th grade SRI results show an average gain of 72 points on the Lexile scale. One-third of all students gained at least one level of proficiency on the ACTAAP Literacy Exam. During the 2010-2011 school year, we plan to follow the protocol listed above. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation</p>	<p>Andrew Chance</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>
<p>Holt Language Arts Teachers will teach students the five writing domains as per the Arkansas Scoring Guide for Writing through modes of writing defined by the Arkansas State Standards (narrative, expository, persuasive, descriptive).</p>	<p>Holt ACSIP Literacy Chair</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>
<p>Holt students will be taught to use and assess their writing by using Holt's modified version of the Arkansas Scoring Guide for Writing.</p>	<p>Holt ACSIP Literacy Chair</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>
<p>HIGHLY QUALIFIED: Holt Core Teachers, all but two of whom are highly qualified according to federal standards, will integrate writing instruction into every content area.</p>	<p>Assistant Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>
<p>Holt Language Arts Teachers will administer a writing screener to each student at the beginning of the school year to determine student writing proficiency levels and instructional needs. In addition, Holt Language Arts Teachers will, throughout each quarter, administer Formative writing assessments to be scored using a modified Arkansas Scoring Guide for Writing. At the end of each quarter, Holt Language Arts Teachers will administer a common Summative writing assessment to their students.</p>	<p>Holt ACSIP Literacy Chair</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>

These assessments will be developed by the ACSIP Literacy Committee. Results of these prompts will be filed and made available to parents.				
Total Budget:				\$0

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

- 1. Combin  
ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-6th Grade Mathematics Exam

Report Created: Sep 14, 2010

2010-# Tested & Percent of Students Scoring Proficient/Advanced:

205 Students:	84% of Combined Students
41 Students:	63% of African American Students
32 Students:	91% of Hispanic Students
119 Students:	89% of Caucasian Students
119 Students:	77% of Econ. Disadvantaged Students
26 Students:	77% of LEP Students
22 Students:	50% of Students with Disabilities

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

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

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

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

Economically Disadvantaged Subpopulation: The lowest identified area(s) (based on trend analysis of open response questions) in the five mathematics strands, revealed weaknesses in measurement and algebra. The

lowest identified area(s) (based on the trend analysis of the multiple choice questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations.

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

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

ACSIP CRT Data Source for HOLT MIDDLE SCHOOL

Benchmark-7th Grade Mathematics Exam

Report Created: Sep 14, 2010

2010-# Tested & Percent of Students Scoring Proficient/Advanced:

211 Students:	85% of Combined Students
37 Students:	73% of African American Students
32 Students:	85% of Hispanic Students
133 Students:	88% of Caucasian Students
106 Students:	74% of Econ. Disadvantaged Students
17 Students:	84% of LEP Students
28 Students:	32% of Students with Disabilities

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

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

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

The lowest identified area(s) (based on the trend analysis of the multiple choice questions) in the five mathematics strands, revealed weaknesses in Geometry and Measurement.

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

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

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

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

#### Mathematics Priority

##### 1. Combined Population:

Grade 6 Benchmark Exam: In 2010, 84% scored proficient or advanced. In 2009, 83.33 % scored proficient or advanced. In 2008, 84.8% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data and Probability, and Numbers and Operations.

##### 2. Students with Disabilities:

Grade 6 Benchmark Exam: In 2010, 50% o scored proficient or advanced. In 2009, 41.67 % scored proficient or advanced. In 2008, 68% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations and Algebra.

##### 3. Limited English Proficient (LEP):

Grade 6 Benchmark Exam: In 2010, 77% scored proficient or advanced. In 2009, 87.5% scored proficient or advanced. In 2008, 66.7% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry and Numbers and Operations. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data analysis and Probability, and Numbers and Operations.

##### 4. Economically Disadvantaged (SES):

Grade 6 Benchmark Exam: In 2010, 77% scored proficient or advanced. In 2009, 75.49% scored proficient or advanced. In 2008, 75.8% scored proficient or advanced. The lowest identified area (s) (based on the 3

Supporting  
Data:

year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry, Numbers and Operations, and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data analysis and Probability, and Numbers and Operations.

5. African-American:

Grade 6 Benchmark Exam: In 2010, 63% scored proficient or advanced. In 2009, 60.53% scored proficient or advanced. In 2008, 86.5% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry, Numbers and Operations, Measurement, Geometry, and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry and Numbers and Operations.

6. Hispanic:

Grade 6 Benchmark Exam: In 2010, 91% scored proficient or advanced. In 2009, 89.66% scored proficient or advanced. In 2008, 72.7% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Algebra, Geometry, Numbers and Operations, and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data analysis and Probability, and Numbers and Operations.

7. Caucasian:

Grade 6 Benchmark Exam: In 2010, 89% scored proficient or advanced. In 2009, 87.69% scored proficient or advanced. In 2008, 87% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry, Numbers and Operations, Measurement, and Geometry. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement and Numbers and Operations.

1. Combined Population:

Grade 7 Benchmark Exam: In 2010, 85% scored proficient or advanced. In 2009, 75.71% scored proficient or advanced. In 2008, 74.8% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations, and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry, Measurement, and Numbers and Operations.

2. Students with Disabilities (IEP):

Grade 7 Benchmark Exam: In 2010, 32% scored proficient or advanced. In 2009, 33.33% scored proficient or advanced. In 2008, 24% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations, Measurement, and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data analysis and Probability, and Measurement.

3. Limited English Proficient (LEP):

Grade 7 Benchmark Exam: In 2010, 84% scored proficient or advanced. In

2009, 50% scored proficient or advanced. In 2008, 60% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations, Measurement, and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations, and Measurement.

4. Economically Disadvantaged (SES):

Grade 7 Benchmark Exam: In 2010, 74% scored proficient or advanced. In 2009, 65.22% scored proficient or advanced. In 2008, 55.6% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations, Measurement, and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations, Geometry, and Measurement.

5. Caucasian:

Grade 7 Benchmark Exam: In 2010, 88% scored proficient or advanced. In 2009, 81.73% scored proficient or advanced. In 2008, 77.2% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations, Measurement, and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations, Geometry, and Measurement.

6. African-American:

Grade 7 Benchmark Exam: In 2010, 73% scored proficient or advanced. In 2009, 69.23% scored proficient or advanced. In 2008, 58.8% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations, Measurement, and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations, Geometry, Algebra, and Measurement.

7. Hispanic:

Grade 7 Benchmark Exam: In 2010, 85% scored proficient or advanced. In 2009, 60.87% scored proficient or advanced. In 2008, 78.3% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations, Measurement, Algebra, and Geometry. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations, Geometry, and Measurement.

1. Mathematics:

ITBS: SAT-10: Combined (Total) Population: Total Math, Grade 6: In 2010, 74% had an NPR score of 50, or above. In 2009, 71.3% had an NPR score of 50, or above. In 2008, 70.9% had an NPR score of 50, or above.

ITBS: SAT-10: Combined (Total) Population: Total Math, Grade 7: In 2010,

74% had an NPR score of 50, or above. In 2009, 71.3% had an NPR score of 50, or above. In 2008, 70.3% had an NPR score of 50, or above.

1. Attendance Rate:

2010, the attendance rate for the building was 91.13%  
 2009, the attendance rate for the building was 95.45%  
 2008, the attendance rate for the building was 96.1%.

**Goal** All students will become proficient or advanced, as determined by the Arkansas Benchmark Exam, in math computation and problem solving.

**Benchmark** The Combined Population and each Subpop MET the 2010 AYP target of 64.55% scoring Proficient/Advanced with the exception of the Students with Disabilities Subpop, in which 40% scored proficient or advanced. It is expected that each of these populations will meet, or exceed, the 2011 AYP Target of 73.41% scoring Proficient/Advanced.

Intervention: Math teachers will be trained to develop and/or implement and assess effective research-based math curriculum, strategies and practices.				
Scientific Based Research: Making Standards Work: How to Implement Standards-Based Assessment in the Classroom, School, and District" by Douglas B. Reeves, 1997, Center for Performance Assessment, "Problem Solver" by McGraw Hill Creative, "Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement" by Marzano, Pickering, & Pollock, 2004. "Everyday Math" 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION AND INTEGRATION OF PROGRAMS: Holt math and science teachers will participate in local, state, and national science professional development opportunities that are designed to address school improvement goals and increase student achievement (science to national conference, science PD day). Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Linnea Lillquist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The Holt staff will be involved in the decision-making process concerning staff development opportunities. The staff will elect a professional development committee to govern the professional development budget. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Holt math teachers will purchase materials and supplies needed to successfully implement a strong	Regina Sherwood	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$5100.00

<p>standards-based math curriculum (Calculators, Dynamath magazines, math manipulatives, whiteboards, projection screens, etc.). Teachers will also be utilizing the resources, and support provided by the Math &amp; Science Specialists at the University of Arkansas STEM Center for Math &amp; Science Education. Action Type: Program Evaluation</p>		06/30/2011		<hr/> <p>ACTION BUDGET: \$5100</p>
<p>Holt science and math teachers will work together to create an integrated curriculum where possible. Science teachers will purchase materials and supplies that will enhance hands-on learning and demonstrate to students the interrelatedness of math and science (plants, butterfly gardens, dissection organs). Math, Science, and Literacy teachers will also involve their students in hands-on experiences through field trips to the Tulsa Air and Space Museum and an overnight field trip to the Ozark Natural Science Center. Information for the Ozark Natural Science Center trip: All 6th grade students and 6th grade teachers will participate in the two day educational experience at the Ozark Natural Science Center, located at Huntsville. The students and teachers will be led through hands-on educational experiences by the Ozark Natural Science Center staff. After returning from the trip, students will build upon the learning experiences by continuing to research studied at the Center. The result is an increase in their research and writing skills in a rigorous and relevant manner. These activities augment the desired goal of improved curriculum integration, especially the integration of literacy, math, and science skills and knowledge. Action Type: Alignment Action Type: Collaboration</p>	Jennifer Hierholzer	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>Title I - Purchased \$32000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$32000</p>
<p>SCHOOLWIDE REFORM STRATEGIES: To assist in their efforts toward continuous improvement in curriculum, instruction, assessment, and student achievement, the Holt math and science staff will participate together in one work day to align curriculum, to develop specific cross curricular lessons, and to evaluate and reflect upon current programs and practices using formative and summative data in order to determine areas for future focus and improvement. Math and Science teachers will also use two planning periods each quarter for observing</p>	Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>other teachers. Observations, questions, and reflections will be discussed at the following meeting.  Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>SCHOOLWIDE REFORM STRATEGIES: Using state curriculum frameworks and pertinent assessment data, the math curriculum will be continually examined, mapped, and aligned. Holt math teachers, all of whom are highly qualified according to federal standards, will administer formative district-developed math assessments as well as summative state and national math assessments. The results of these assessments will be shared with students and parents and used to determine; 1) areas where the curriculum and instruction need to be improved and 2) which students are in need of interventions.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	Chip Martin	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> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through pre/post testing (MAP testing), quarterly assessments, and local summative assessments and determined that it was effective through comparisons with CRT/NRT assessments (District Course exams, ACTAAP, MAP Testing), in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: 42% of our students scored proficient, or advanced, on the pretest compared to 69%, on the last. In addition, 84.5% scored proficient or advanced on the ACTAAP Benchmark exam. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2010-2011 School Year. MAP testing will be instituted as an interim assessment in addition to pre and post testing. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our</p>	Principal	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$

<p>2011/2012 ACSIP plan, and will use them in making decisions that impact our future instructional program. Our target is that the combined population will achieve 92% proficiency in total math. Action Type: Program Evaluation</p>				
<p>Rigor, Relevance, and Relationships (Math): Regular monthly 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, scientifically validated Curriculum and Interventions designed to improve our ability to improve student performance on the Math portion of all Assessments. B. The ongoing monitoring of student progress through data systems, in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored through the collection of Formative and Summative Data so that those strategies, which prove ineffective, can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Action Type: Equity</p>	Chip Martin	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
Total Budget:				\$37100
Intervention: Holt will conduct a variety of intervention programs for students who need remediation in math.				
Scientific Based Research: Everyday Math Program (McGraw-Hill, 2007). Accelerated Math Title 1 Math Teacher Star Math Testing Fast-Fridays for weekly remediation Everyday Math Games				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores of the combined population and EACH subpopulation from the 2010 administration of the 6th and 7th grade Augmented Benchmark, EOC, and SAT 10 Exams to determine our main areas of weakness. In addition, we studied</p>	Chip Martin	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>the three most recent years of Attendance, 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 routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving proficiency. 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 Math Priority: Numbers and Operations, Measurement, and Geometry. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in core teaching teams daily, as an entire faculty weekly, and in departmental teams monthly so that we can review formative, "real time," classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress in our student assessment files. Action Type: Technology Inclusion</p>				
<p>Holt will supplement its regular math instruction by hiring a math teacher, funded by the district, to provide sixth grade students with an additional 125 minutes of math instruction each week.  Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Principal	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Holt math and science teachers will conduct a Family Math and Science Night and supper during the spring semester to foster enthusiasm for these content areas and to encourage greater parental involvement. This will be coordinated with the Parent Involvement Committee to involve as many parents of targeted sub-populations as possible. A Financial Literacy Day will also be held in the spring. Title I monies will be used to purchase materials and supplies needed</p>	Chip Martin	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1700.00</p> <hr/> <p>ACTION BUDGET: \$1700</p>

for these activities. Action Type: Collaboration Action Type: Parental Engagement				
AIP/IRI: According to the guidelines of ACT 35, each student scoring below proficient will have an AIP created with the involvement of parents, teachers, and counselors. Parent signatures will be required for all AIPs. AIP students will participate in district-funded intervention classes and activities designed to provide POINT-IN TIME REMEDIATION for the development of the skills necessary to pass the various CRT exams. The process for determining students in need of remediation will be the following: 1) Benchmark scores and other pertinent data will be recorded on a spreadsheet for the entire school population. 2) This data will be sorted so that students scoring below proficient will be listed in order of their Benchmark scaled score. 3) Individual student strengths/weaknesses will be reviewed by core teachers, counselor, ESL/Sped teacher (if appropriate), and principal. 4) This team will recommend appropriate interventions. 5) Parents will be notified of these recommendations either in writing or at the fall parent/teacher conferences. 6) The following interventions will be in place for students needing additional math instruction: 125 minutes of additional math instruction (Accelerated Math, Study Links and Learning Games from Everyday Math, and Benchmark Practice) for all 6th grade students. An additional 250 minutes of math instruction will be provided for 7th grade students showing the greatest need (with a Math Interventionist, district-funded). Some students will also receive additional services and instructional assistance from their core math teachers. Action Type: AIP/IRI	Chip Martin	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
School counselors will provide students with a curriculum in goal setting, high standards, academic excellence, successful test-taking strategies, and good study habits. Action Type: Collaboration	Jane Corrigan	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
A "GK-12 fellow" from the U. of A. will be available to provide hands-on integrated math and science instruction for students whose teachers have completed the GK-12 training (2 this year). Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Karen Brown	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>PROGRAM EVALUATION: 2 Year Plan: During the 2009-2010 School Year we elected to use CRT/NRT assessments (District Course exams, ACTAAP), quarterly assessments, and local summative assessments as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS: 58% of our students failed to score proficient or advanced on the pretest compared to 31%, on the last. Students served with more math minutes each week averaged 101 scale score point gains on the ACTAAP Benchmark exam, and 84% scored proficient or advanced. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2010-2011 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer CRT/NRT assessments (District Course exams, ACTAAP) and quarterly assessments. MAP Testing will be administered pre-interim-and post. We expect to see a minimum of 80% scoring proficient, or advanced, on the last assessment we administer. We will report the results in our 2010/2011 Plan and use the results to determine whether the objectives of this Intervention/Program were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Program Evaluation</p>	Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$1700

- Priority 3: Provide teachers with quality professional development that will promote and enhance learning opportunities for students and for other purposes.
- Supporting Data: 1. State Law - Act 307 of 2007
- Goal Holt will cultivate strong parent/school/community relationships in order to strengthen student achievement.
- 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.
- Benchmark Holt will organize an active PTO that will be involved in determining and supporting Holt's programs and school improvement goals.

Intervention: Parent Involvement Plan National PTA Standards, 1998
<p>Scientific Based Research: Title: "A new wave of evidence. The impact of school, family, and community connections on student achievement." Author: Henderson, A., &amp; Mapp, K. Date: 2002 Source: 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>) Abstract Summary: Noting the evidence of families influence on their children's school achievement is consistent, positive, and convincing, this report examines research on parent and community involvement and the impact on student achievement. Conclusion: The report finds that there is strong and steadily growing evidence that families can improve their children's academic performance in</p>

school and have a major impact on attendance and behavior. Children at risk of failure or poor performance can profit from the extra support that engaged families and communities provide. All students, but especially those in middle and high school, would benefit if schools supported parents in helping children at home and in guiding their educational career. This report's appendix provides a short history of the research in this field over the past 30 years (Contains 96 references.)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(PI3) In compliance with ACT 83, the following professional development will be provided; 6 hours of technology, 3 hours of parent involvement for administrators, and 2 hours of parent involvement for teachers. In addition to state requirements, none of which are paid for with Title I money, supplemental professional development will be offered and materials purchased to meet student needs and equip parents to be more involved.            Action Type: Parental Engagement            Action Type: Professional Development            Action Type: Special Education</p>	Asst. Supt.	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200
<p>The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007. Effectiveness will be documented by results of parental involvement survey.            Action Type: Parental Engagement            Action Type: Program Evaluation</p>	Mike Mason	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: \$
<p>(PI4) The school will maintain a designated area to be used as the Parent Center. Parenting books, magazines and other supplementary materials in various languages, regarding responsible parenting and community resources will be purchased using Title I monies and made available for parents to borrow for review. Monies may also be used to provide materials for to all parents to keep and reference at home.            Action Type: Parental Engagement</p>	Jeanne King	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$50.00 <hr/> ACTION BUDGET: \$50
<p>PARENT INVOLVEMENT (1,5): School Parent Compact Statement: Parents and highly qualified teachers collaborate to develop and distribute informational packets for each family, in a language that they can understand, that include: *Parental Involvement Plan *School Calendar *A School-Parent Compact *A system encouraging the home, school, the school's process for resolving parental concerns, and community connections.</p>	Jeanne King	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200

Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
(PI1,5) Notices will be sent to all parents, in a language they can understand, inviting them to Holt for parent involvement meetings to welcome parents and students to our school, to foster community connections, provide a description and explanation of the curriculum required by the state and used in the school, including the types of assessments and proficiency levels, as well as how to monitor a child's progress. Summative annual surveys will evaluate the parent involvement activities. Action Type: Parental Engagement	Mike Mason	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: \$
(PI4) Holt will develop a volunteer resource book including an option for parents to designate how frequently they would participate in the program and include opportunities for parents to assist from home. Action Type: Parental Engagement	Jeanne King	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each school year. Holt will provide a welcome/refreshment center to encourage parent participation. At the end of the year, the district will publish a notice in the local newspaper thanking the parents as a group for attending the conferences. Title I funds will be used to purchase the materials and supplies needed for the refreshment center. The welcome/refreshment center supplements the state required Parent Teacher conferences in order to encourage the participation of high-poverty families by helping them feel welcome at school. Action Type: Parental Engagement	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$375.00 <hr/> ACTION BUDGET: \$375
SCHOOL IMPROVEMENT YEAR 3: PARENTAL INVOLVEMENT: A bi-annual planning event will be held for the school's data leadership team(including administrators, counselors, teachers, staff, and parents) to review, assess, and revise the school's goals. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Holt counselors will purchase materials, including career orientation materials, to help students and parents succeed in middle school and in studies and career opportunities beyond middle school. Action Type: Parental Engagement	Jane Corrigan	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
COLLABORATION: Teachers are provided with weekly instructional	Mike Mason	Start: 07/01/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/>

<p>meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. One faculty meeting date a month will be reserved for vertical and horizontal team meetings. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>		<p>End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>SCHOOL IMPROVEMENT YEAR 3: Holt will provide parents a WRITTEN NOTICE REGARDING SCHOOL IMPROVEMENT STATUS. The letter will be sent within the appropriate timeframe as required by state and federal law to all students in the building. In addition, Holt will participate in the ADE Pilot and offer SES to eligible students. An SES provider fair will be hosted and Parents will be encouraged to attend and participate in SES. Action Type: Equity Action Type: Parental Engagement</p>	<p>Mike Mason</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>TRANSITION: Each spring Holt will host an evening for students and parents of rising 5th graders. This orientation session will be designed to familiarize these students and parents with policies, procedures and expectations at the middle school level. Action Type: Parental Engagement</p>	<p>Jane Corrigan</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<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, and summative annual surveys provided by the district and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement through parent involvement. PROGRAM EVALUATION RESULTS We followed this protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: Professional development staff surveys and individualized professional development focus plans. Summative Surveys were returned by 110 families. These indicated a 92% approval rating for involvement opportunities offered at Holt. Although only 2% of parents attended meetings, 47% attended a Family night event, and more than 75% of parents attended conferences. For the coming year, our improvement goals are for 100% of staff members to</p>	<p>Liz Bland</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>

acquire necessary professional development hours, 100% of parents to receive parent information packets, 50% of families will attend family night activities, 25 % will attend orientation, and a 5% increase in the use of school provided parenting materials. We will follow the above protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program for the 2010/2011 school year. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation				
PARENT INVOLVEMENT: In an effort to honor and encourage parent involvement, we will recognize and celebrate active parents. Action Type: Parental Engagement	Liz Bland	Start: 07/01/2010 End: 06/30/2009		ACTION BUDGET: \$
PARENT INVOLVEMENT (2): The Parent Involvement Committee will sponsor family events throughout the year with the purpose of supporting family involvement in the school. Research indicates that greater family involvement and participation in school promotes higher achievement in their students. Funds will be used to purchase parent educational materials, books for students, motivational speakers, and refreshments. Action Type: Parental Engagement	Jeanne King	Start: 07/01/2010 End: 06/30/2009		Title I - Materials & Supplies: \$2450.00 ACTION BUDGET: \$2450
PARENT INVOLVEMENT(2): The parent involvement committee will purchase written materials to provide parents with information on how to better support their students in school. The committee will also make additional parenting materials available on the website including newsletters, videos, and curriculum supplements. A school directory will also be created to encourage and enable parent to parent contact. Action Type: Parental Engagement	Mike Mason	Start: 07/01/2010 End: 06/30/2009		Title I - Materials & Supplies: \$900.00 ACTION BUDGET: \$900
Total Budget:				\$4175

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

1. Body Mass Index Data: of the 416 student population, 152 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and those overweight. In 2010, BMI results for Holt Middle School indicated that 46.7% of the student male population was at risk of being overweight or were overweight. This is a increase of 3.8% indicated from the 2009 BMI screening. In 2010, BMI results for Holt Middle

School indicated that 39% of the student female population was at risk of being overweight or were overweight. This is a decrease of 4.1% indicated from the 2009 BMI screening. In 2009, BMI results for Holt Middle School indicated that 42.9% of the student male population was at risk of being overweight or were overweight. This is an increase of 5% indicated from the 2008 BMI screening. In 2009, BMI results for Holt Middle School indicated that 34.9% of the student female population was at risk of being overweight or were overweight. This is a decrease of 8.4% indicated from the 2008 BMI screening. In 2008, BMI results for Holt Middle School indicated that 37.9% of the student male population was at risk of being overweight or were overweight. This is a decrease of 0.3% indicated from the 2007 BMI screening. In 2008, BMI results for Holt Middle School indicated that 43.3% of the student female population was at risk of being overweight or were overweight. This is an increase of 0.5% indicated from the 2007 BMI screening.

2. <http://www.americanheart.org/presenter.jhtml?identifier=3030527>
3. <http://farmtoschool.org>
4. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999.

**Supporting Data:**

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

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

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

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

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

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

**Benchmark** The number of students being considered overweight or at risk of being overweight, according to their BMI, will decrease by 1/2% during the 2010-2011 school year when compared with the 2009-2010 school year.

Intervention: Holt Middle School will encourage strategies and activities that promote a non-sedentary lifestyle.				
Scientific Based Research: Harvard Prevention Resource Center on Nutrition and Physical Activity. "Planet Earth." 2003-present.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Holt students will participate in a minimum of 150 minutes of physical activity per week. This activity will take place through Holt's physical education program and through physical activities at home. Action Type: Collaboration Action Type: Parental Engagement	Delonna Williams	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$

Action Type: Title I Schoolwide Action Type: Wellness				
Student BMI assessments will be analyzed annually to determine if the goals of weight reduction are being met. Nurses and other district personnel will be involved in the collection of this data. Action Type: Program Evaluation	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Implement and encourage participation in physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
In order to encourage participation in family oriented, community-based physical activity program, Holt will conduct a Family Night where information will be provided to parents and students regarding nutrition and exercise. Community resource people will be invited to participate in this educational event for parents, students, and staff. Healthy foods and snacks will be provided. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
To assess Holt Middle School's physical education program, parents, students, and faculty members will be invited to participate in a survey. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Mike Mason	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Holt will provide opportunities to improve the health of our students by: implementing a fitness, wellness and nutrition survey; providing nutrition plans and tips; creating individualized work-out plans; encouraging group work-out sessions; purchasing appropriate exercise equipment. Action Type: Parental Engagement Action Type: Wellness	Brandon Craft	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Health brochures, dieting tips, and exercising pamphlets will be on display at the Parent Center in Holt's front lobby. Action Type: Parental Engagement Action Type: Wellness	Brandon Craft	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: During the 2009-2010	Delona	Start:		_____

school year we evaluated this Intervention/Program through BMI screening, and a School Health Index Survey to determine its effectiveness in support of our Curriculum, Instruction, Assessment, and Professional Development. During the 2010-2011 school year we plan to use the above protocol in evaluating, and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Williams	07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
In compliance with ACT 83, the following professional development will be provided; 6 hours of technology, 3 hours of parent involvement for administrators, and 2 hours of parent involvement for teachers. In addition to state requirements, supplemental professional development will be offered to PE teachers in order to enhance student and staff wellness. Action Type: Professional Development	Brandon Craft	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Promote reduction of unhealthy food choices during lunchtime.

Scientific Based Research: <http://www.farmtoschool.org/policy.htm>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Holt cafeteria will offer healthy food choices for students and staff by providing appropriate fresh fruit and vegetables everyday. Regular menu items now offer lower fat options and a decrease in the fat content of a la carte items. There is an increase in reimbursable meals for all students regardless of meal status. Action Type: Wellness	Judy Wiles	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Student BMI assessments will be analyzed annually to determine if the goals of weight reduction are being met. Interventions will be evaluated for their effectiveness based on this formative evaluation. Action Type: Program Evaluation	Mike Mason	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2009-2010 school year we evaluated this Intervention/Program through BMI screening, and a School Health Index Survey to determine its effectiveness in support of our Curriculum, Instruction, Assessment, and Professional Development. During the 2010-2011 school year we plan to use the above protocol in evaluating, and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these	Delona Williams	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

results in 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Students will improve in reading, writing, and math through well integrated P.E. lessons and units.				
Scientific Based Research: Rigor and Relevance: From Concept to Reality, by Williard R. Daggett, 2008				
Actions	Person Responsible	Timeline	Resources	Source of Funds
P.E. teachers will encourage reading through the incorporation of nonfiction texts and materials which promote wellness.	Brandon Craft	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
To improve fluency and content reading capacity, Holt P.E. teachers will implement new lessons/units using HOPSports curriculum. These lessons/units integrate reading and writing into the physical education curriculum through the use of digital presentation and interactive technology.	Brandon Craft	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
P.E. lessons will incorporate math skills and strategies working in coordination with the Math Committee to address identified areas of weakness(Measurement, Geometry, and Numbers and Operations).	Brandon Craft	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:

Supporting Data:

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

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

Intervention: Improving English Language Learners literacy and math skills through Title III federal funding support.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COMPREHENSIVE NEEDS ASSESSMENT: After reviewing data from the past 3 years, it has been determined that district ESL efforts have been effective in increasing the student achievement of ESL students. A new district ESL and Professional Development Director has been employed to facilitate these continuing efforts. In response to the increasing ESL enrollment in K-2, the district will facilitate increased early literacy interventions district-wide with DIBELS monitoring.	Mike Mason	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
An ELL full time (1.0 FTE)certified teacher will be hired to provide additional support for ELL students toward language acquisition proficiencies. This teacher will enhance the established ELL program within the district by increasing the students access to services. Action Type: Equity	Mike Mason	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
ELL PROGRAM EVALUATION PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through	Deborah Karnes	Start: 07/01/2010 End:		ACTION \$

<p>formative Rosetta Stone reports, and summative ELDA, CRT, NRT testing and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.  EVALUATION RESULTS: 6-8 LEP decreased from 70.7% Proficient/Advanced to 56.6% Proficient/Advanced on the Benchmark Literacy Exam (09/10), but increased from 81.8% Proficient/Advanced to 88.9% Proficient/Advanced on the Benchmark Math Exam (09/10). 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. In addition, we will implement interim MAPS Testing, aligned with Common Core Standards, in an effort to identify student readiness in relation to learning objectives. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p>		06/30/2011		BUDGET:
<p>Classroom teachers, administrators, ESL teachers, Title III teachers, instructional assistants, parents and the Director of Federal Programs will attend professional meetings and conferences on the local, state, and national level. These conferences will be on interventions that are research based. The Homeless Coordinator, Special Ed personnel, and others will be included when appropriate. Outside resources/presenters will be brought into the district. Funds will be used to assist teachers and paraprofessionals in becoming "High Qualified." This will include using funds to pay for the ARKTESOL Conference, GLAD training, and the ESL Academy tuition and fees. This year the focus for professional development will be curriculum alignment and improvement of literacy instruction. Private school personnel will be included in district staff development initiatives.</p>	Mike Mason	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

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%.
  - 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.

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
<p>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.</p> <p>Action Type: Collaboration                      Action Type: Parental Engagement                      Action Type: Professional Development                      Action Type: Special Education</p>	Debbie Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Collaboration                      Action Type: Professional Development                      Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>: 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: Literacy: 75.81% Math: 73.45%</p> <p>Action Type: Collaboration</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Special Education			
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: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
Fayetteville Schools will employ a Middle School Literacy Coach, Penny Ezell, working with Owl Creek, Holt and McNair. 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 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: \$
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	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$

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				
CEIS funding for Holt Middle School will include the following: Good Habits of Great Readers Word/Vocabulary MAP testing equipment The total allocation from CEIS funding for Holt will be \$1,391.84 Action Type: Collaboration Action Type: Professional Development 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	Amelia Dobbs	Art	Parental Involvement
Classroom Teacher	Amy Eversol	Science	Math
Classroom Teacher	Andrew Chance	Language Arts	Literacy
Classroom Teacher	Audra Corbitt	Language Arts	Literacy
Classroom Teacher	Barry Hart	Performing Arts	Parent Involvement
Classroom Teacher	Becky Baum	Language Arts	Literacy
Classroom Teacher	Blaine Sanders	Science	Math
Classroom Teacher	Brandon Craft	Physical Education	Wellness
Classroom Teacher	Charles Brickey	Sped Pullout	Literacy
Classroom Teacher	Chip Martin	Math	Math
Classroom Teacher	Crystal Watson	Social Studies	Math
Classroom Teacher	Deborah Karnes	ESL	Literacy
Classroom Teacher	Delona Williams	PE	Wellness
Classroom Teacher	Gwen Norman	Science	Math
Classroom Teacher	Jan Paul	Language Arts	Literacy
Classroom Teacher	Janice Ferguson	Title 1	Literacy
Classroom Teacher	Jeanne King	GT	Parent Involvement
Classroom Teacher	Jennifer Hierholzer	Science	Math
Classroom Teacher	Kacie Travis	Math	Math
Classroom Teacher	Karen Brown	Science	Math
Classroom Teacher	Karla Bonnell	Sped Inclusion	Math
Classroom Teacher	Kimberly Weller	Social Studies	Literacy
Classroom Teacher	Linnea Lillquist	Math	Math
Classroom Teacher	Lisa Gusik	Self-contained	Math
Classroom Teacher	Liz Bland	Technology	Parental Involvement
Classroom Teacher	Makayla Brown	Language Arts	Literacy
Classroom Teacher	Regina Sherwood	Math	Math
Classroom Teacher	Sandy Handley	Parent/Title I Reading	Literacy
Classroom Teacher	Suzanna Clark	Language Arts	Literacy
Classroom Teacher	Tammy Bradley	Language Arts	Literacy
Classroom Teacher	Tammy Toomey	Title 1 Math	Math
Classroom Teacher	Vanessa Rouse	Sped Inclusion	Literacy
District-Level Professional	Christie Jay	Federal Programs Coordinator	Literacy, Math, Parent Involvement
Non-Classroom Professional Staff	Charrisce Craft	Speech/Language Pathologist	Literacy
Non-Classroom Professional Staff	Deanna Medlock	Sped Designee	Literacy

Non-Classroom Professional Staff	Jane Corrigan	Counselor	Parent Involvement
Non-Classroom Professional Staff	Linda Kime	Counselor	Parental Involvement
Non-Classroom Professional Staff	Pam Skipper	Media Specialist	Literacy
Non-Classroom Professional Staff	Scott Rainer	Math Coach	Math
Parent	Ruth Mobley	Science	Math
Principal	Mike Mason	Principal	Steering Committee
Principal	Richard Guthrie	Principal	Literacy