



ACIP

Holtville Middle School

Elmore County Board of Education

Mr. Lee Jackson
655 Bulldog Lane
Deatsville, AL 36022

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	10
Improvement Planning Process.....	11

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	20

2017-2018 ACIP Assurances

Introduction 22

ACIP Assurances 23

2017-2018 Plan for ACIP

Overview 25

Goals Summary 26

- Goal 1: All students at Holtville Middle School will become more proficient in reading..... 27
- Goal 2: All students at Holtville Middle School will become more proficient in mathematics..... 32
- Goal 3: As part of a student-centered environment , the faculty and staff at Holtville Middle School will determine and address specified instructional needs based on data. 37
- Goal 4: EL students will increase Comprehensive Proficiency Level..... 39
- Goal 5: All students at Holtville Middle School will become more proficient in Science..... 40
- Goal 6: Holtville Middle School will seek to increase engagement and make them partners in education for the success of all students..... 42
- Goal 7: Holtville Middle School has a goal to provide opportunities to successfully transition from one school to another.. 43

Activity Summary by Funding Source 46

Stakeholder Feedback Diagnostic

Introduction 50

Stakeholder Feedback Data 51

Evaluative Criteria and Rubrics 52

Areas of Notable Achievement 53

Areas in Need of Improvement..... 54

Report Summary 55

2017-2018 Title I Schoolwide Diagnostic

Introduction..... 57

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 58

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 60

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 82

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 83

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 84

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 85

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 87

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 88

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 90

Component 10: Evaluation (Sec.1114(b)(3))..... 91

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction..... 93

FTE Teacher Units..... 94

Administrator Units..... 95

Assistant Principal..... 96

Counselor..... 97

Librarian..... 98

Career and Technical Education Administrator..... 99

Career and Technical Education Counselor..... 100

Technology..... 101

Professional Development..... 102

EL Teachers..... 103

Instructional Supplies..... 104

Library Enhancement..... 105

Title I..... 106

Title II..... 107

Title III..... 108

Title IV..... 109

Title V..... 110

Career and Technical Education-Perkins IV..... 111

Career and Technical Education-Perkins IV..... 112

Other..... 113

Local Funds..... 114

2017-2018 Parent and Family Engagement

Introduction..... 116

Parent and Family Engagement..... 117

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Description of the School

The Elmore County Public School System is located in east-central Alabama, with the Holtville community representing the northwestern region of the district. Other population centers in the county include Eclectic, Coosada, Tallassee, Elmore and Deatsville. Based on the last census, the county had a recorded population of 70,303. Respondents identified themselves in the following ways: 76.2 percent white, 20.0 percent African American, 2.7 percent Hispanic, 1.4 percent as two or more races, 0.7 as Asian, and 0.4 as Native American. The median household income was \$53,555. The Elmore County Public School System has an enrollment of over 10,000 students.

The system operates 14 schools and two programs in five communities. Eclectic, Holtville, Millbrook and Wetumpka communities have the grade composition of kindergarten through twelfth grade, and Redland serves students in grades kindergarten through sixth grade. Students living in the Redland community in the 7th-12th grades attend school in the Wetumpka community. The Elmore County Board of Education recognizes that no one philosophy of education can express the total sentiments or beliefs of all teaching personnel.

Elmore County does have a Capital Plan which is a five-year plan. As Holtville Middle continues to grow, additional space, such as an open-air gym, is needed for the physical education department. Currently, the HMS gym is not big enough to accommodate the number of students attending. In addition to the gym, parking has also been added to the capital plan for HMS.

In 2014 an additional set of security doors were added at the main entrance of the school. This new construction alters the flow of traffic, requires visitors to get a sign-in pass from office personnel, and promotes overall school safety. In 2015, a media center renovation took place in order to create a more functional library. A virtual classroom and activity center was added to offer additional workspace for instruction. A multi-needs unit was added in 2017.

According to the State Department of Education ADM report dated October 3, 2017, HMS has an average daily membership of 579 students: 284 males and 296 females. Of those students, 508 are White, 37 are African American, 18 are Hispanic, 1 American Indian/Alaskan Native, 16 multi-race. There are 251 students currently on the Free Lunch program, 61 students are on the Reduced Lunch program and 268 students are on Full Pay.

HMS has a staff of 48 committed adults who are intent on providing a successful education experience. There are 31 certified Highly Qualified teachers, 14 support staff (9 aides and 5 cafeteria workers), a Counselor, a Media Specialist, a Speech Pathologist, a Student Services Facilitator, one National Board Certified Instructional Specialist, and two Administrators. Mr. Lee Jackson is the principal of Holtville Middle School. His personal and professional roots run deep in the Holtville community because he attended both Holtville Elementary and Holtville High School; furthermore, he began his teaching career at Holtville Elementary as a fourth-grade teacher. He is in his sixth year as principal of HMS and is completely student-centered. Mrs. Lori Terrell is the assistant principal of HMS. She has over 20 years' experience in education. She began working for the Elmore County Board of Education in 1997 as a gifted education teacher and had been in administration for approximately 9 years. The fact that this faculty and staff choose to work in such a great place is a testament to their leadership abilities.

All of the Elmore County Schools have a small-town feel but have big plans for the future. As our county grows, so does our school system and Holtville Middle School.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

School's Purpose

Holtville Middle School, along with the Elmore County Public School System adopted a new district-wide purpose. Our purpose is "Every Student Empowered. Every Student Succeeds." We believe that all students deserve a safe and disciplined learning environment, that all students should be accountable for their educational goals, academic success, and behavior, that all students should be challenged to achieve their full potential, and that academic success is a shared responsibility between home, school, and the community. The purpose statement is on the wall in the school's main hallway and posted on the school's website, as well as on all faculty correspondence. We pursue our vision through the use of the College and Career Readiness Course of Study Standards. We analyze and align our instruction based on the school's purpose of preparing students for success. The school's Leadership Team (LT), comprised of teachers, and administrators, meets regularly to update and revise the school's improvement plan (ACIP), or receive suggestions from the stakeholders regarding changes that need to be implemented. Minutes from these meetings are maintained and shared via members. Annually, the revised ACIP is available to all staff. In addition, any new information based on changes made by the LT is disseminated to the staff in a timely fashion. In addition, a Leadership ACIP has been created consisting of the Leadership Team, community partners, parents and students.

Math and Reading teachers provide direct, explicit, comprehensive instruction on a daily basis by providing differentiated instruction on reading standards incorporating a variety of instructional, grouping, and assessment strategies. All teachers incorporate bell-ringers daily into their lesson plans to reinforce non-mastered standards and basic skills. Data from the 2017 ACT Aspire results, STAR Reading, STAR Math, and Scantron Performance Series results are used to place students into tiered groups for differentiated instruction in math, vocabulary, and targeted comprehension skills. All teachers incorporate various literacy instructional strategies (turn-n-talk, exit slips, chunking, etc.) into their lessons at least once per week. Teachers follow the Alabama Course of Study standards that align with the Elmore County Public Schools' Curriculum Guide and LTF. Teachers are encouraged to use REMIND for communication with parents and students concerning on-going projects, activities, and assignments. The administration, faculty and staff encourage the use of the INOW home portal for parents with home internet access. Holtville Middle School also maintains two computers for parent use. This allows parents to communicate via email with teachers as well as access their student's attendance and grades and to be informed about upcoming events such as Parent Teacher Student Organization (PTSO) meetings, fundraisers, etc. Data meetings and grade-level meetings are held monthly. Problem Solving Teams (PST) monitor student progress. Students who are not making adequate progress, even with interventions, may be referred for special education.

In pursuit of greater student achievement, we provide incentives to students who achieve their Accelerated Reader goals and provide Title 1 intervention classes in mathematics and reading to students who would most benefit. Holtville Middle School's faculty, staff, parents, and students examine data from previous years to develop a comprehensive needs assessment plan yearly. The ACIP is a living document that changes frequently as the need arises. Faculty, parents, staff and students discuss the schools' strengths and weaknesses based on the data collected and identify goals for the coming year. Information is shared with all stakeholders as to which goals are achieved, which goals have been partially met but continue to need to be monitored, and which goals have not been mastered and should be included in the following year's ACIP. Test results from the ACT ASPIRE and Scantron Performance Series have been shared with parents, students and school personnel. The staff participates in professional development in the area of technology and its implementation. The school's LT meets throughout the school year to disaggregate standardized testing data as well as student and teacher demographic data, survey results, Educate Alabama data, school incident reports, with respect to student discipline and school climate issues and additional local student achievement data. The results of this process are shared with faculty, staff and parents. Feedback generated from this process is

ACIP

Holtville Middle School

collected and used to assess needs for the upcoming school year. A completed draft of the ACIP is then sent to the district's Central Office for review. After any needed corrections are made, the ACIP is finalized and sent to the district school board for approval and necessary signatures.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of improvement

Holtville Middle School has been on the move during the last three years, constantly looking for ways to improve our student-centered environment. In 2014 Holtville Middle School added four paintings to the hallways, visually reminding the students that each of them is a Bulldog, and subtly encouraging each of them to take ownership in our school. These paintings not only improve the school's appearance, they also give the students, faculty, and staff a deeper level of appreciation for HMS. The cafeteria was painted green and white to make sure that our stakeholders see the Bulldog spirit in every part of our school. The main student bathrooms were also given a makeover before the start of the 2017-18 school year.

Holtville Middle School is a student-centered school; therefore, new initiatives have been put in place to give our students ownership of their academic and behavioral responsibilities. The 5th-8th grade students are allotted time for an open break daily, so that they can have an opportunity to talk to their friends and be able to move freely for a short period of time.

Our media specialist devotes much time to our reading program at Holtville Middle School. Our students are always encouraged to read. Each grading period, the media specialist plans for celebrations and rewards as a means of rewarding students for meeting their AR goals. She also offers extended hours after school for student research in the library and provides students with the opportunity to use the "make-and-take" room to complete projects. "The Bulldog Bark" are the morning announcements that are broadcast from the media center live every morning via closed-circuit streaming. HMS has also developed a school-wide Advisory Program for all students in grades 5-8. This program is designed to provide students with a caring adult to discuss grades, home concerns, bullying issues, etc. On advisory meeting dates, HMS is making our students our top priority.

Student motivation also plays an important role at Holtville Middle School. We strive to improve attendance by implementing the School Messenger program, which places automated phone calls to parents, stressing the importance of school attendance. HMS also implemented a Bulldog Bravo program in 2016-17 to provide incentives for student attendance and positive behavior.

Our Leadership Team (LT) has been very active in developing our Continuous Improvement Plans (ACIP) for the past three years. The LT bases the reading, mathematics, and science goals on the Scantron Performance Series scores. All Reading and Math teachers are required to administer Global Scholar/Scantron Performance Series three times per calendar year. The Performance Series Assessments, STAR Reading, and STAR Math drive classroom instruction and give teachers valuable insight, necessary to meet the individual needs of students. All certified staff meet monthly to analyze student data (Data Days) to find new strategies to improve our student's reading and math skills. Teachers utilize a variety of instructional techniques and other strategies to adapt lessons to individual students. Math teachers are implementing rigorous intensive daily instruction by providing differentiated instruction, incorporating a variety of instructional, group, and assessment strategies.

Holtville Middle School has Honors Placement classes for grades seven and eight. One section of Honors classes for language arts and mathematics has been assigned to both seventh and eighth grades this year. Elmore County designed a district placement criteria in the spring of 2017. Students in grades six and seven were given various assessments such as STAR, Scantron, Global Scholar, and Edgenuity End-of-Course exams. In addition to the assessment data, student grades were used to reflect continuous achievement.

Reading/English Language Arts teachers use a variety of instructional techniques and strategies to adapt lessons to individual students or small groups based on the analysis of student learning needs. All teachers incorporate bell ringers daily into their lesson plans, reinforcing non-mastered standards and basic skills; they place students into small learning groups for differentiated instruction; they incorporate various literacy instructional strategies into their lessons at least once a week; they teach College and Career Readiness Standards, aligned with the Elmore County Public Schools' Curriculum Guide to fidelity: the language arts teachers administer and analyze semester exams to determine SY 2017-2018

student mastery. The school provides assistance via monthly data meetings and grade-level meetings. The Problem Solving Team also monitors student progress. Math teachers implement rigorous intensive daily instruction, providing differentiated instruction on math standards. Math teachers use peer remediation and/or small learning groups. A math intervention teacher provides direct and explicit instruction. All language arts and math teachers administer and analyze Scantron Performance Series assessments to determine mastery and instructional strategies.

Pre-algebra and Algebra I students have access to their textbook online. In addition to this resource, district personnel from Elmore County Board of Education offer Parental Professional Development Sessions to train parents to utilize this resource.

Holtville Middle School strives to meet the needs of all English Learners. All faculty and staff attend annual ESL training to ensure all students receive equal access to curriculum and programs without any barriers. Elmore County's Home Language Survey is used to help identify Limited English Proficient students and to help ensure parents receive information in a language they can understand. Students are evaluated for our ESL program based on results of the WIDA Online Screener or ACCESS scores. If a student qualifies for the ESL program, the ESL committee convenes to develop an I-ELP to ensure the student receives grade level content instruction by their classroom teacher utilizing ESL techniques, methodology, and special curriculum designed to develop language proficiency in all four language domains. Classroom teachers provide core English instruction using WIDA-English Language Development Standards and WIDA Can-Do Descriptors. The ESL Intervention teacher provides supplemental services utilizing the following programs: Rosetta Stone, Daily Academic Vocabulary, Moby Max, and Finish Line.

Progress is monitored annually utilizing the ACCESS for ELs 2.0 English Language Proficiency Test. Students transition out of the ESL program and are monitored for four years once they score a 4.8 or higher on the ACCESS for ELS. ESL monitoring forms are completed by the classroom teacher and reported to the EL Committee.

Holtville Middle School staff continuously seek to improve the following areas: school safety, classroom management/discipline, RtI Framework and supportive learning environments. Our teachers practice good classroom management techniques, work to decrease the number of procedural questions, student time off task, and the number of Habitual Class A Offenses. Teachers have classroom rules and consequences posted in the classroom; they contact parents as documented on their Classroom Behavioral Management Form or parent log. Administrators monitor referrals and discipline issues to identify teachers who need assistance in classroom behavior management and actively provide intervention. Faculty and staff make students accountable for their decisions and assist them with making good choices. Administrators foster communication by exercising an open-door policy at all times. As always, our LT reviews progress in these areas and makes changes as necessary.

The Holtville Middle School faculty continues to address federal requirements: providing teacher mentoring activities, ensuring highly qualified teachers, and providing support for struggling students. Also, in order to improve parental involvement, Holtville Middle School continues to provide an annual Parent Title I meeting. This meeting provides parents with school data and encourages parents to participate in activities which support the school. The importance of parental involvement is frequently stressed in faculty meetings and in-services.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Additional Information

In constant pursuit of student success, Holtville Middle School provides its student body with learning opportunities both inside and outside the classroom. One of these learning opportunities is the 21st Century Community Learning Center (21st CCLC) afterschool program. A current grant recipient, the Holtville Middle School 21st CCLC is open to all students who are currently in the 3rd through 8th grade. It is an after-school program designed to enhance academics with enrichment activities that focus on STEM, art, character education, service-learning projects and content specific activities that will benefit our students in their daily lives. Holtville Middle School students who have attended 21st CCLC program have improved their grades, their social skills and their classroom behavior. Providing proper supervision for children can be challenging for those parents who work late hours. 21st CCLC offers students the opportunity to development relationships and prepare for the future, while supervised by caring adults.

Additional after-school activities include student participation in drama club, scholars' bowl, robotics team, and cyber patriots team. Holtville Middle School has also found a way to embed enrichment opportunities into the normal school day. In addition to the Holtville High School Marching Band program for HMS students, HMS also employs a full-time music instructor for the 2017-18 school year. The instructor offers beginner band and/or choir for all grades at HMS.

Technology Improvements/Advancements

Elmore County Public Schools is currently at 1.25Gbps. Elementary and Middle Schools possess 1 Gbps switch ports and 10 Gbps uplinks, and the high schools have 100Mbps switch ports and 1Gbps uplinks. The District's wide area network (WAN) is comprised of 10 Gbps links between all sites and a 40 Gbps aggregate handoff to our ISP. Possessing a full fiber rich network means that upgrading to faster speeds will only involve endpoint upgrades. Elmore County reports that the district is currently able to provide students and staff with suitable access, however, with the sharp increase in online textbooks, assessments, collaboration tools, and social media, current speeds need to be bolstered. The district believes technology integration in learning is a priority; it is their goal to incrementally increase over the next several years until we reach the FCC requirements. The increased bandwidth, paired with rigorous professional development and "blended learning" strategies, can help to enhance student achievement and retention as well as change the very notion of learning itself. In July 2017, we began our second refresh of devices that included administrators, teachers, staff, and student window devices and Chromebooks. This project was completed by the end of September 2017.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Various curricular departments and grade levels work collaboratively to ensure that the ACIP Leadership Team is composed of individuals representing all faculty groups at Holtville Middle School. Leadership responsibilities are shared among committee members. Stakeholder groups are represented by the officers of both the HMS Student Council and the Parent Teacher Student Organization (PTSO). Meetings were scheduled to best accommodate all members and when unable to attend, members are provided with the minutes.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholders were invited to and attended the meeting, asked questions and provided input based on the data they were presented with by the ACIP Leadership Team. These stakeholders include community member, parents, student council representatives, content teachers, administrators, counselor, and technology coordinator.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is communicated to all faculty and staff during faculty data meetings. Stakeholders are notified via meetings, phone calls and emails. Leadership Team meetings are held regularly to ensure continuous improvement is being made.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		HMS Data Information Sheet

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

In Fall 2017 the ALSDE designated the Scantron Performance Series as the accountability assessment. Currently there are no established expected levels of performance. However, the fall administration of the assessment created a baseline, and growth in levels of performance will be measured during the winter and spring administrations. It is noteworthy that a high percentage of students in all grade levels and in each assessed content area performed well above the school's expectations.

Describe the area(s) that show a positive trend in performance.

Although there are no current trends for Scantron Performance Series, there will be after the winter and spring administrations. There are currently established target gains for every student in each subject, but no way to measure them. However, over 63% of 6th grade students performed at or above average in mathematics, over 56% of 5th grade students performed at or above average in reading, and over 51% of students in grades 5 and 7 performed at or above average in science. It is significant to note that these percentages established baselines for the winter and spring administrations.

Which area(s) indicate the overall highest performance?

According to the fall administration of the Scantron Performance Series, the overall highest performance was in 6th grade mathematics; 63% of sixth graders performed at or above average. In addition, 56% of 5th graders performed at or above average in reading.

Which subgroup(s) show a trend toward increasing performance?

The 2017-18 school year is the first time Scantron Performance Series has been administered and therefore, there are no trends available. Growth trends will be established during the winter and spring administrations of the Scantron Performance Series.

Between which subgroups is the achievement gap closing?

The 2017-18 school year is first time Scantron Performance Series has been administered and therefore, there are no trends available. Growth trends will be established during the winter and spring administrations of the Scantron Performance Series, and will be used to illustrate which achievement gaps are closing.

Which of the above reported findings are consistent with findings from other data sources?

The 5th grade math scores on the ACT Aspire reflected 64% of students reaching proficiency, as compared to the current 6th grade math SY 2017-2018

scores -- 63%-- on the fall administration of the Scantron Performance Series assessment.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In Fall 2017 the ALSDE designated the Scantron Performance Series as the accountability assessment. Currently there are no established expected levels of performance. However, the fall administration of the assessment created a baseline, and growth in levels of performance will be measured during the winter and spring administrations. It is noteworthy that the percentage of 7th grade students scoring at or above average in reading -- 37% -- is significantly lower than other grade levels.

Describe the area(s) that show a negative trend in performance.

Although there are no current trends for Scantron Performance Series, there will be after the winter and spring administrations. There are currently established target gains for every student in each subject, but no way to measure them.

Which area(s) indicate the overall lowest performance?

According to the fall administration of the Scantron Performance Series, the overall lowest performance was in 7th grade reading: only 37% of 7th graders performed at or above average. In addition, 48% of 7th graders attained a scaled score below the mean in science.

Which subgroup(s) show a trend toward decreasing performance?

The 2017-18 school year is the first time Scantron Performance Series has been administered and therefore, there are no trends available. Growth trends will be established during the winter and spring administrations of the Scantron Performance Series.

Between which subgroups is the achievement gap becoming greater?

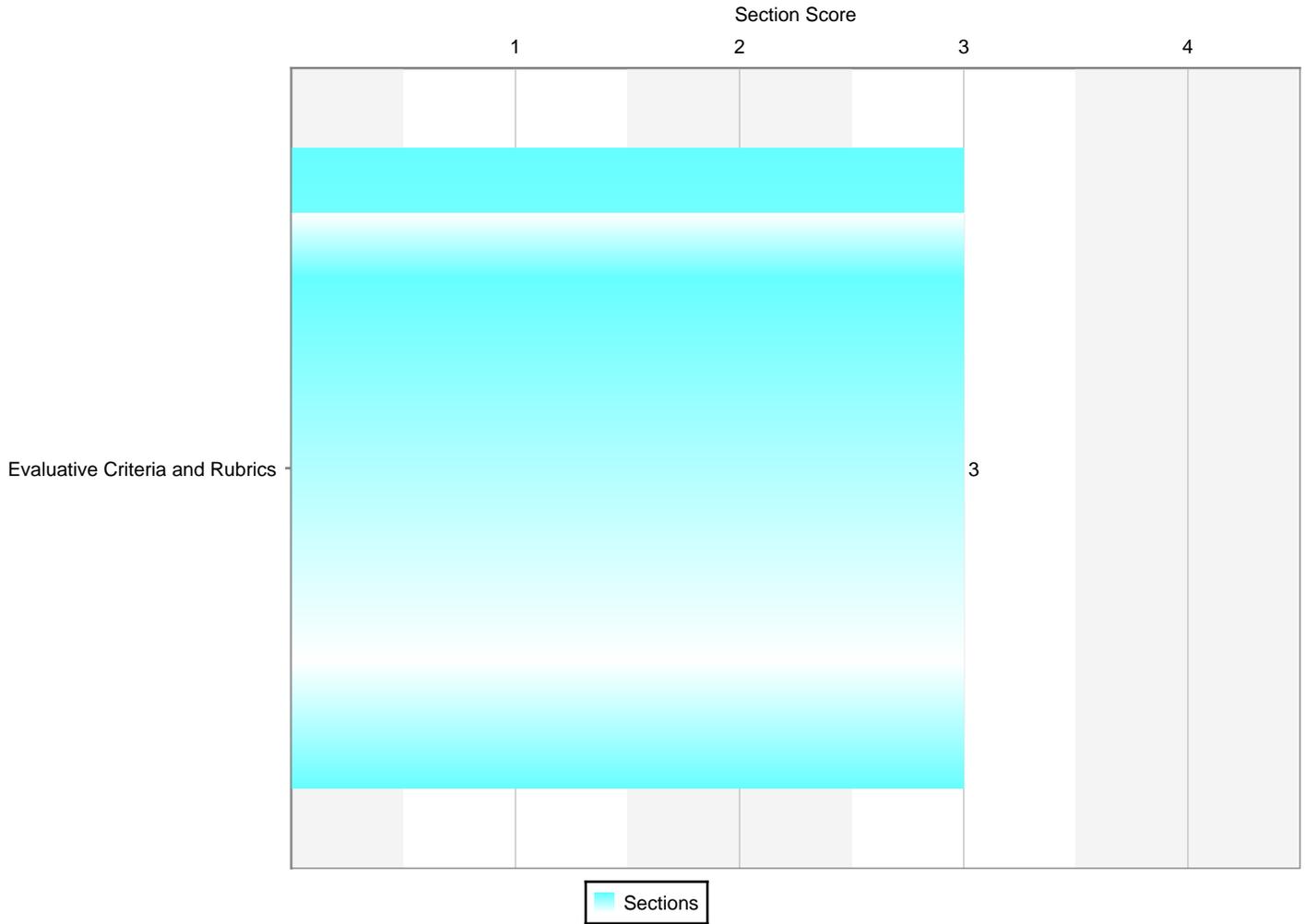
The 2017-18 school year is first time Scantron Performance Series has been administered and therefore, there are no trends available. Growth trends will be established during the winter and spring administrations of the Scantron Performance Series, and will be used to illustrate which achievement gaps are growing.

Which of the above reported findings are consistent with findings from other data sources?

The 6th grade reading scores on the ACT Aspire reflected 56% of students reaching proficiency, as compared to the current 7th grade reading scores -- only 37%-- on the fall administration of the Scantron Performance Series assessment.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Documentation is maintained on site. Signature page is uploaded.	LT Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Document is attached.	Signature pg

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Document is attached.	Signature pg.

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Document is available in eGAP document library.	Signature pg.

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Documents are located at each Title I school.	Signature pg.

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Holtville Middle School will become more proficient in reading.	Objectives: 4 Strategies: 1 Activities: 3	Academic	\$0
2	All students at Holtville Middle School will become more proficient in mathematics.	Objectives: 4 Strategies: 1 Activities: 4	Academic	\$0
3	As part of a student-centered environment , the faculty and staff at Holtville Middle School will determine and address specified instructional needs based on data.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
4	EL students will increase Comprehensive Proficiency Level	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
5	All students at Holtville Middle School will become more proficient in Science.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
6	Holtville Middle School will seek to increase engagement and make them partners in education for the success of all students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Holtville Middle School has a goal to provide opportunities to successfully transition from one school to another.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0

Goal 1: All students at Holtville Middle School will become more proficient in reading.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

(shared) Strategy 1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction on targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers
--	--------------------	------------	------------	-----	---------------------	--

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All language arts teachers

Measurable Objective 2:

A 2% increase of Sixth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

(shared) Strategy 1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction on targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers
--	--------------------	------------	------------	-----	---------------------	--

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All language arts teachers

Measurable Objective 3:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

(shared) Strategy 1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction on targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All language arts teachers
---	--------------------	------------	------------	-----	---------------------	----------------------------

Measurable Objective 4:

A 2% increase of Eighth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

(shared) Strategy 1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction on targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers
--	--------------------	------------	------------	-----	---------------------	--

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All language arts teachers

Goal 2: All students at Holtville Middle School will become more proficient in mathematics.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

(shared) Strategy 1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Math, Science, and Social Studies teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0	No Funding Required	All classroom teachers.

Measurable Objective 2:

A 2% increase of Eighth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

(shared) Strategy 1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Math, Science, and Social Studies teachers.
---	--------------------	------------	------------	-----	---------------------	---

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0	No Funding Required	All classroom teachers.

Measurable Objective 3:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

(shared) Strategy 1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.
--	--------------------	------------	------------	-----	---------------------	---

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Math, Science, and Social Studies teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0	No Funding Required	All classroom teachers.

Measurable Objective 4:

A 2% increase of Sixth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

(shared) Strategy 1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.
--	--------------------	------------	------------	-----	---------------------	---

Activity - Content Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Math, Science, and Social Studies teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0	No Funding Required	All classroom teachers.

Goal 3: As part of a student-centered environment , the faculty and staff at Holtville Middle School will determine and address specified instructional needs based on data.

Measurable Objective 1:

100% of All Students will increase student growth through academic placement in instruction in Reading by 05/24/2018 as measured by a 2% increase in student survey results.

Strategy 1:

Student Engagement - Create a classroom that promotes engagement among learners.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will meet with students periodically to discuss student needs.	Academic Support Program	08/24/2017	05/24/2018	\$0	No Funding Required	All certified staff.

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th and 8th grade math and ELA teachers will teach an intervention class.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All 7th and 8th grade math and ELA teachers.

Activity - Honors and Access Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Honors and Access classes will be offered to students who meet the criteria for advanced placement.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Selected teachers.

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use assessment data to establish flexible groups.	Academic Support Program, Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All teachers.

Goal 4: EL students will increase Comprehensive Proficiency Level

Measurable Objective 1:

50% of English Learners students will increase student growth by achieving a gain of 0.5% or greater in English Language Arts by 05/24/2018 as measured by the ACCESS for ELLs 2.0 assessment.

(shared) Strategy 1:

ELL Reform Strategy - Use WIDA's Model Performance Indicators (Can Do Descriptors) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	All teachers

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and/or Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	The EL Coordinator
---	--------------------------	------------	------------	-----	---------------------	--------------------

Measurable Objective 2:

15% of English Learners students will demonstrate a proficiency of 4.8% or greater in English Language Arts by 05/24/2018 as measured by ACCESS for ELLs 2.0 assessment .

(shared) Strategy 1:

ELL Reform Strategy - Use WIDA's Model Performance Indicators (Can Do Descriptors) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	All teachers

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and/or Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	The EL Coordinator

Goal 5: All students at Holtville Middle School will become more proficient in Science.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring at or above a scaled score of 2400 in Science by 05/24/2018 as measured by Scantron Performance Series.

(shared) Strategy 1:

Teacher Training on Rigorous Instruction - Teachers will incorporate AMSTI activities in science. Teachers will provide explicit instruction by providing differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AMSTI

Activity - Monitor Implementation of AMSTI/LTF Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of AMSTI and LTF strategies through walk through and program fidelity checks.	Academic Support Program	08/09/2017	05/24/2018	\$0	Other	All Science Teachers

Activity - Scientific Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be required to complete a science fair project that utilizes the scientific method and higher order thinking skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All science teachers.

Measurable Objective 2:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring at or above a scaled score of 2500 in Science by 05/24/2018 as measured by Scantron Performance Series.

(shared) Strategy 1:

Teacher Training on Rigorous Instruction - Teachers will incorporate AMSTI activities in science. Teachers will provide explicit instruction by providing differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AMSTI

Activity - Monitor Implementation of AMSTI/LTF Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of AMSTI and LTF strategies through walk through and program fidelity checks.	Academic Support Program	08/09/2017	05/24/2018	\$0	Other	All Science Teachers

Activity - Scientific Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be required to complete a science fair project that utilizes the scientific method and higher order thinking skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	All science teachers.

Goal 6: Holtville Middle School will seek to increase engagement and make them partners in education for the success of all students.

Measurable Objective 1:

collaborate to increase parent involvement in the educational process by 05/24/2018 as measured by parent surveys and participation in school related activities.

Strategy 1:

Parental Involvement Improvement Plan - Stakeholders attended meeting, asked questions, and provided input on the Parental Involvement Plan based on the data they were presented with by the leadership team. These stakeholders include parents, students, grade level teachers, administrators, counselors, and other staff. Stakeholder input was used to plan activities to increase parental engagement.

Category: Implement Community Based Support and Intervention System

Activity - Parental Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Holtville Middle School will plan and utilize the following communication methods and activities through the school year: • Open House will be held at the beginning of the school year • Annual Title I Meeting for parents • Parent Report Day will be scheduled in September • ACIP one-pager was distributed to parents • PTSO Meetings will be held quarterly • Honors Days • Remind.com • Documentation of Parent Contact • Math Online/IXL Parent Training Sessions • School Website * Social Media * School messenger	Parent Involvement	08/09/2017	05/24/2018	\$0	No Funding Required	All Certified Staff

Goal 7: Holtville Middle School has a goal to provide opportunities to successfully transition from one school to another.

Measurable Objective 1:

100% of Fifth and Eighth grade students will complete a portfolio or performance based on transition opportunities in Reading by 05/24/2018 as measured by participation in transitional activities.

Strategy 1:

Fourth grade transition - Holtville Middle School will provide opportunities for a smooth transition from fourth grade to fifth grade.

Category: Other - Acclimating

Activity - Fourth grade meet and greet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

Representatives of the LT will visit each fourth grade classroom at Holtville Elementary School. They will conduct a Meet & Greet along with a question and answer session with each fourth grade classroom.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0	No Funding Required	Administrator s, Counselor, Media Specialist
--	--------------------------------	------------	------------	-----	---------------------	--

Activity - Visit and Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fourth grade students will take a walking tour of Holtville Middle School. Students and parents will be invited to a Fifth Grade Open House/Orientation.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0	No Funding Required	Administrator s, Counselors, Media Specialist, 5th grade teachers, and other relevant staff

Strategy 2:

Eighth Grade Transition - Holtville Middle School staff will work to prepare eighth grade students for their transition to ninth grade.

Category: Other - Transition

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each eighth grade student will complete a Four Year Plan within the required Career Prep class. This plan lays the foundation for their upcoming high school careers.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Counselor, career prep teachers

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Holtville Middle School

The Holtville High School counselor will visit 8th grade classes in preparation for their transition.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0	No Funding Required	HHS Counselor
---	--------------------------------	------------	------------	-----	---------------------	---------------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of AMSTI/LTF Strategies	Monitor the implementation of AMSTI and LTF strategies through walk through and program fidelity checks.	Academic Support Program	08/09/2017	05/24/2018	\$0	All Science Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fourth grade meet and greet	Representatives of the LT will visit each fourth grade classroom at Holtville Elementary School. They will conduct a Meet & Greet along with a question and answer session with each fourth grade classroom.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0	Administrators, Counselor, Media Specialist
Honors and Access Classes	Honors and Access classes will be offered to students who meet the criteria for advanced placement.	Direct Instruction	08/09/2017	05/24/2018	\$0	Selected teachers.
Four Year Plan	Each eighth grade student will complete a Four Year Plan within the required Career Prep class. This plan lays the foundation for their upcoming high school careers.	Academic Support Program	08/09/2017	05/24/2018	\$0	Counselor, career prep teachers
Scientific Methods	All students will be required to complete a science fair project that utilizes the scientific method and higher order thinking skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	All science teachers.
Visit and Open House	The fourth grade students will take a walking tour of Holtville Middle School. Students and parents will be invited to a Fifth Grade Open House/Orientation.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0	Administrators, Counselors, Media Specialist, 5th grade teachers, and other relevant staff
Flexible Grouping	Teachers will use assessment data to establish flexible groups.	Academic Support Program, Direct Instruction	08/09/2017	05/24/2018	\$0	All teachers.

ACIP

Holtville Middle School

Formative/Summative Assessment	Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0	All classroom teachers.
Grouping/ Peer Tutoring	All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0	Classroom, intervention, and special education math teachers.
Student Intervention	All 7th and 8th grade math and ELA teachers will teach an intervention class.	Direct Instruction	08/09/2017	05/24/2018	\$0	All 7th and 8th grade math and ELA teachers.
Advisory	School staff will meet with students periodically to discuss student needs.	Academic Support Program	08/24/2017	05/24/2018	\$0	All certified staff.
Language Acquisition	A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and/or Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0	The EL Coordinator
Guidance Lessons	The Holtville High School counselor will visit 8th grade classes in preparation for their transition.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0	HHS Counselor
Assessment / Data Analysis	Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0	All language arts teachers
Bell Ringers	All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0	Math, Science, and Social Studies teachers.
ESL Support WIDA Training	All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0	All teachers
Literacy Strategies	All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

ACIP

Holtville Middle School

Grouping Students by Data	Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction on targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers
Parental Engagement	Holtville Middle School will plan and utilize the following communication methods and activities through the school year: <ul style="list-style-type: none"> • Open House will be held at the beginning of the school year • Annual Title I Meeting for parents • Parent Report Day will be scheduled in September • ACIP one-pager was distributed to parents • PTSO Meetings will be held quarterly • Honors Days • Remind.com • Documentation of Parent Contact • Math Online/IXL Parent Training Sessions • School Website * Social Media * School messenger 	Parent Involvement	08/09/2017	05/24/2018	\$0	All Certified Staff
Content Literacy	All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0	Classroom, intervention, and special education math teachers.
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		HMS SURVEY DATA

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to the fall 2017 AdvancED survey results, the majority of parents and students report that interactions with Holtville Middle School faculty and staff are helpful.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

According to the fall 2017 AdvancED survey results, parents, students, and teachers agree that interactions with adults at the school are positive.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Based on the survey results from multiple groups, teachers, students, and parents consistently agree that their interactions with adults at Holtville Middle School are helpful and positive.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Based on the fall 2017 AdvancED survey, only 5% of students surveyed in grades 6-8 feel they complete challenging work.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Based on the results of both the parent survey and the grades 6-8 student surveys, only 5% of both groups feel students are completing challenging work.

What are the implications for these stakeholder perceptions?

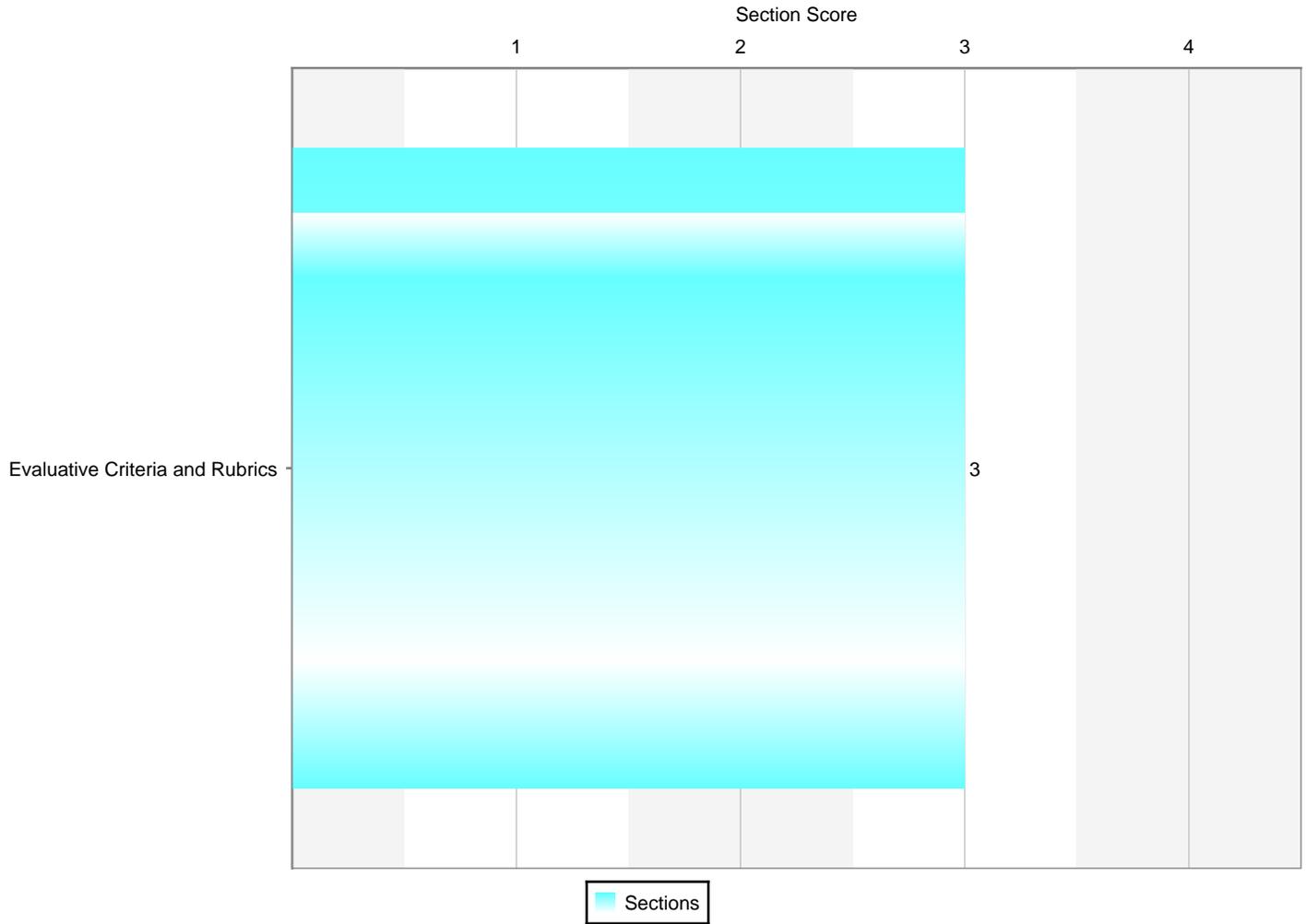
The results indicate the need for professional development in the areas of technology, project-based learning, and challenging curriculum with continuous support from the district level.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Based on the survey results from multiple groups, teachers, students, and parents consistently agree that students are not completing challenging work and working toward differentiated learning goals.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The Elmore County Public Schools Comprehensive Needs Assessment was conducted at the end of the 2016-17 school year. The Federal Programs Advisory Committee met May 2017. Email reminders were sent to remind all faculty and staff members to participate in the survey. Results from high stakes assessments are distributed at the beginning of the school year. After the faculty receives the school's data, we then disaggregated the data to identify strengths and weaknesses. The Leadership Team (LT) met to discuss the areas of focus. From this meeting, the LT members then shared pertinent findings and worked with their grade levels to develop plans linked to the ACIP that improve student achievement. Standardized test data, Educate Alabama data, school incidence report data, survey data, teacher certification records, attendance reports, and ELL data were reviewed to enhance our teachers' instruction. Through faculty meetings, data meetings, and grade level meetings, the members of the LT collaborated with the faculty and staff to identify the areas of need. A comprehensive assessment, including an analysis and summary of student academic needs by grade level, student subgroup, and subjects, was created using the following assessments: 2017 scores from the Scantron Performance Series, STAR data, attendance reports and incidence reports.

What were the results of the comprehensive needs assessment?

The results revealed that overwhelmingly Title I teachers work closely with other teachers and staff to utilize student achievement data to improve instructional decisions. Additionally, Title I teachers do a very good job keeping faculty and staff members informed about the academic progress of intervention students. Title I teachers also demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability for served students.

What conclusions were drawn from the results?

The comprehensive needs assessment provided affirmation that the school and school system has high expectations for all students. Additionally, the school and the school district work together to help identify needs of students. Finally, the comprehensive needs assessment revealed that the majority of teachers feel that curriculum, instruction, and assessments are aligned with College and Career Ready Standards.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Multiple pieces of data were considered in analyzing perception, student achievement, school programs/ process, and demographic data. The data was analyzed by the district and shared with Title I schools. Additionally, Title I teachers shared this process at the Annual Title I Parent Meeting.

How are the school goals connected to priority needs and the needs assessment?

The school works collaboratively with the district to align priorities and identify needs. District initiatives are established to provide supplemental resources to schools and to increase student achievement.

How do the goals portray a clear and detailed analysis of multiple types of data?

Goals are created by the school and school system by focusing on organizational goals, academic goals and as well as specific goals for the school. Goals are reflective of many data sources and are considered when narrowing the focus on specific needs. The goals portray a clear and detailed analysis of multiple types of data in that they are all tied to the parent, student, and staff survey and Scantron Performance Series results. The feedback from all data sources is consistent-helping to implement a clear plan with attainable goals.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The Title I Plan provides guidance to schools on creating specific goals that give students the opportunity to meet the state's academic achievement standards. Additionally, the Title I Plan provides guidance to Title I schools for supplementing and strengthening the core academic program. We have created school wide goals with a special effort concentrated in small group instruction for all students and increased engagement for all students. These goals directly benefit all students while giving the intense intervention and recognition to all students including students with special needs and at-risk students.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

All students at Holtville Middle School will become more proficient in mathematics.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Measurable Objective 2:

A 2% increase of Sixth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Measurable Objective 3:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

ACIP

Holtville Middle School

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Measurable Objective 4:

A 2% increase of Eighth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Goal 2:

All students at Holtville Middle School will become more proficient in reading.

Measurable Objective 1:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

ACIP

Holtville Middle School

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Measurable Objective 2:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Measurable Objective 3:

A 2% increase of Sixth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Measurable Objective 4:

A 2% increase of Eighth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

ACIP

Holtville Middle School

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Goal 3:

EL students will increase Comprehensive Proficiency Level

Measurable Objective 1:

50% of English Learners students will increase student growth by achieving a gain of 0.5% or greater in English Language Arts by 05/24/2018 as measured by on the ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - Use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	The EL Coordinator

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers

Measurable Objective 2:

15% of English Learners students will demonstrate a proficiency of 4.8% or greater in English Language Arts by 05/24/2018 as measured by ACCESS for ELLs 2.0 assessment .

Strategy1:

ACIP

Holtville Middle School

ELL Reform Strategy - Use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	The EL Coordinator

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers

Goal 4:

All students at Holtville Middle School will become more proficient in Science.

Measurable Objective 1:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring at or above a scaled score of 2500 in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Teacher Training on Rigorous Instruction - Teachers will incorporate AMSTI activities in science. Teachers will provide explicit instruction by providing differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AMSTI

Activity - Monitor Implementation of AMSTI/LTF Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of AMSTI and LTF strategies through walk through and program fidelity checks.	Academic Support Program	08/09/2017	05/24/2018	\$0 - Other	All Science Teachers

Activity - Scientific Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be required to complete a science fair project that utilizes the scientific method and higher order thinking skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All science teachers.

Measurable Objective 2:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring at or above a scaled score of 2400 in Science by

SY 2017-2018

05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Teacher Training on Rigorous Instruction - Teachers will incorporate AMSTI activities in science. Teachers will provide explicit instruction by providing differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AMSTI

Activity - Monitor Implementation of AMSTI/LTF Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of AMSTI and LTF strategies through walk through and program fidelity checks.	Academic Support Program	08/09/2017	05/24/2018	\$0 - Other	All Science Teachers

Activity - Scientific Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be required to complete a science fair project that utilizes the scientific method and higher order thinking skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All science teachers.

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

As part of a student-centered environment , the faculty and staff at Holtville Middle School will determine and address specified instructional needs based on data.

Measurable Objective 1:

100% of All Students will increase student growth through academic placement in instruction in Reading by 05/24/2018 as measured by a 2% increase in student survey results.

Strategy1:

Student Engagement - Create a classroom that promotes engagement among learners.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

ACIP

Holtville Middle School

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th and 8th grade math and ELA teachers will teach an intervention class.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All 7th and 8th grade math and ELA teachers.

Activity - Honors and Access Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Honors and Access classes will be offered to students who meet the criteria for advanced placement.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Selected teachers.

Activity - Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will meet with students periodically to discuss student needs.	Academic Support Program	08/24/2017	05/24/2018	\$0 - No Funding Required	All certified staff.

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use assessment data to establish flexible groups.	Direct Instruction Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers.

Goal 2:

Holtville Middle School has a goal to provide opportunities to successfully transition from one school to another.

Measurable Objective 1:

100% of Fifth and Eighth grade students will complete a portfolio or performance based on transition opportunities in Reading by 05/24/2018 as measured by participation in transitional activities.

Strategy1:

Fourth grade transition - Holtville Middle School will provide opportunities for a smooth transition from fourth grade to fifth grade.

Category: Other - Acclimating

Research Cited:

Activity - Fourth grade meet and greet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives of the LT will visit each fourth grade classroom at Holtville Elementary School. They will conduct a Meet & Greet along with a question and answer session with each fourth grade classroom.	Career Preparation/ Orientation	04/02/2018	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, Media Specialist

ACIP

Holtville Middle School

Activity - Visit and Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The fourth grade students will take a walking tour of Holtville Middle School. Students and parents will be invited to a Fifth Grade Open House/Orientation.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0 - No Funding Required	Administrators, Counselors, Media Specialist, 5th grade teachers, and other relevant staff

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

All students at Holtville Middle School will become more proficient in reading.

Measurable Objective 1:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Measurable Objective 2:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Measurable Objective 3:

A 2% increase of Eighth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Measurable Objective 4:

A 2% increase of Sixth grade students will demonstrate a proficiency by scoring in the average or above range in Reading by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Rigorous Instruction - Implement rigorous instruction to provide differentiated instruction on language arts standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

ACIP

Holtville Middle School

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies and LTF into their lessons a minimum of once per week. ELA Intervention services will also be utilized for specified students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Activity - Assessment / Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR reading twice per year. Data will be utilized to monitor the progress of movable students.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All language arts teachers

Activity - Grouping Students by Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data, including STAR reading and Scantron Performance Series results, to place students into small learning groups for differentiated instruction targeted standards.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Language Arts teachers, Science teachers, Social Studies teachers, special education teachers, intervention teachers

Goal 2:

All students at Holtville Middle School will become more proficient in mathematics.

Measurable Objective 1:

A 2% increase of Eighth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Measurable Objective 2:

A 2% increase of Sixth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Measurable Objective 3:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Measurable Objective 4:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring in the average or above range in Mathematics by 05/24/2018 as measured by the Scantron Performance Series..

Strategy1:

Explicit Instruction - Teachers will continue to implement explicit instruction to provide differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

ACIP

Holtville Middle School

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate bell ringers daily into their lesson plans to reinforce basic skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Math, Science, and Social Studies teachers.

Activity - Grouping/ Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use peer tutoring, IXL, and/or small learning groups a minimum of once per week to increase the percentage of students achieving mastery.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various literacy instructional strategies into their lessons a minimum of once per week.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom, intervention, and special education math teachers.

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Scantron Performance Series three times per year and STAR math twice per year. Data will be utilized to monitor the progress of movable students.	Other - Assessment	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers.

Goal 3:

As part of a student-centered environment , the faculty and staff at Holtville Middle School will determine and address specified instructional needs based on data.

Measurable Objective 1:

100% of All Students will increase student growth through academic placement in instruction in Reading by 05/24/2018 as measured by a 2% increase in student survey results.

Strategy1:

Student Engagement - Create a classroom that promotes engagement among learners.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use assessment data to establish flexible groups.	Direct Instruction Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers.

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th and 8th grade math and ELA teachers will teach an intervention class.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All 7th and 8th grade math and ELA teachers.

Activity - Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will meet with students periodically to discuss student needs.	Academic Support Program	08/24/2017	05/24/2018	\$0 - No Funding Required	All certified staff.

Activity - Honors and Access Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Honors and Access classes will be offered to students who meet the criteria for advanced placement.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Selected teachers.

Goal 4:

EL students will increase Comprehensive Proficiency Level

Measurable Objective 1:

50% of English Learners students will increase student growth by achieving a gain of 0.5% or greater in English Language Arts by 05/24/2018 as measured by on the ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - Use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	The EL Coordinator

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers

Measurable Objective 2:

15% of English Learners students will demonstrate a proficiency of 4.8% or greater in English Language Arts by 05/24/2018 as measured by ACCESS for ELLs 2.0 assessment .

Strategy1:

ELL Reform Strategy - Use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	The EL Coordinator

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers

Goal 5:

All students at Holtville Middle School will become more proficient in Science.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency by scoring at or above a scaled score of 2400 in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Teacher Training on Rigorous Instruction - Teachers will incorporate AMSTI activities in science. Teachers will provide explicit instruction by providing differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AMSTI

Activity - Monitor Implementation of AMSTI/LTF Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of AMSTI and LTF strategies through walk through and program fidelity checks.	Academic Support Program	08/09/2017	05/24/2018	\$0 - Other	All Science Teachers

ACIP

Holtville Middle School

Activity - Scientific Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be required to complete a science fair project that utilizes the scientific method and higher order thinking skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All science teachers.

Measurable Objective 2:

A 2% increase of Seventh grade students will demonstrate a proficiency by scoring at or above a scaled score of 2500 in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Teacher Training on Rigorous Instruction - Teachers will incorporate AMSTI activities in science. Teachers will provide explicit instruction by providing differentiated instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AMSTI

Activity - Monitor Implementation of AMSTI/LTF Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of AMSTI and LTF strategies through walk through and program fidelity checks.	Academic Support Program	08/09/2017	05/24/2018	\$0 - Other	All Science Teachers

Activity - Scientific Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be required to complete a science fair project that utilizes the scientific method and higher order thinking skills.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	All science teachers.

Goal 6:

Holtville Middle School has a goal to provide opportunities to successfully transition from one school to another.

Measurable Objective 1:

100% of Fifth and Eighth grade students will complete a portfolio or performance based on transition opportunities in Reading by 05/24/2018 as measured by participation in transitional activities.

Strategy1:

Fourth grade transition - Holtville Middle School will provide opportunities for a smooth transition from fourth grade to fifth grade.

Category: Other - Acclimating

Research Cited:

ACIP

Holtville Middle School

Activity - Visit and Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The fourth grade students will take a walking tour of Holtville Middle School. Students and parents will be invited to a Fifth Grade Open House/Orientation.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0 - No Funding Required	Administrators, Counselors, Media Specialist, 5th grade teachers, and other relevant staff

Activity - Fourth grade meet and greet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives of the LT will visit each fourth grade classroom at Holtville Elementary School. They will conduct a Meet & Greet along with a question and answer session with each fourth grade classroom.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, Media Specialist

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL students will increase Comprehensive Proficiency Level

Measurable Objective 1:

50% of English Learners students will increase student growth by achieving a gain of 0.5% or greater in English Language Arts by 05/24/2018 as measured by on the ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - Use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	The EL Coordinator

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers

Measurable Objective 2:

15% of English Learners students will demonstrate a proficiency of 4.8% or greater in English Language Arts by 05/24/2018 as measured by ACCESS for ELLs 2.0 assessment .

Strategy1:

ELL Reform Strategy - Use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to, the language domains of reading, writing, and listening.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - ESL Support WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize strategies identified on the EL support checklist. All teachers of English learners will receive WIDA ESL training.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A county designated coordinator will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone to teach language acquisition	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	The EL Coordinator

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

see 16-17

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

When interviewing prospective teachers, we try to ensure the highest quality of education for our students. Personnel staffing decisions are made through the submission of applications on the state website. The screening and background checks of applicants are also done at the local school board level. After this process, a list of qualified applicants is sent to the schools and interviews are set up. This is accomplished by analyzing the prospective teacher's work experience, degree(s), and their HQT status. If a teacher does not meet our state's HQT status, and is determined to be the best candidate, then he/she applies for entry into an Alternative Masters Program. When scheduling, we work to ensure that students with needs are placed with teachers that display strengths in their area of need. We also try to move teachers to areas of observed strengths. The Principal makes recommendations to the Superintendent after interviews are conducted with highly qualified applicants. Final employment recommendations are made by the Principal and approved by the Local Education Association. Teachers that are responsible for teaching the Life Skills program and LTF have completed the necessary training.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

The turnover rate for the 2017-18 school year was .03%.

What is the experience level of key teaching and learning personnel?

Over 52% of teachers at Holtville Middle School have 4 years or more experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Not applicable

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Data Day-All faculty participate in ongoing professional development related to student achievement or school climate and culture during data days.

AMSTI-All math and science teachers participate in ongoing professional development learning as provided by AMSTI-AU.

LTF-All ELA and Social Studies teachers participate in ongoing professional learning provided by A+ College Ready that targets increasing rigor and student engagement. Elmore County Public Schools central office personnel also utilizes assessment data to determine professional development needs district-wide.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Data Day-All faculty participate in ongoing professional development related to student achievement or school climate and culture during data days.

AMSTI-All math and science teachers participate in ongoing professional development learning as provided by AMSTI-AU.

LTF-All ELA and Social Studies teachers participate in ongoing professional learning provided by A+ College Ready that targets increasing rigor and student engagement.

Tech Connect- District provided professional development for all teachers on computer literacy and integrating web-based programs.

Parent Workshops-Parent Report Night and Parent Title I Meeting are examples of opportunities for parents to become involved in professional learning.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

All new or inexperienced teachers are given support from an assigned mentor teacher.

Describe how all professional development is "sustained and ongoing."

Grade Level Meetings, Departmental Meetings, School Faculty Meetings, Data Days, and District In-Service Days are all dedicated to implementing Professional Learning in a way that will sustain the learning.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Holtville Middle School has a goal to provide opportunities to successfully transition from one school to another.

Measurable Objective 1:

100% of Fifth and Eighth grade students will complete a portfolio or performance based on transition opportunities in Reading by 05/24/2018 as measured by participation in transitional activities.

Strategy1:

Fourth grade transition - Holtville Middle School will provide opportunities for a smooth transition from fourth grade to fifth grade.

Category: Other - Acclimating

Research Cited:

Activity - Visit and Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The fourth grade students will take a walking tour of Holtville Middle School. Students and parents will be invited to a Fifth Grade Open House/Orientation.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0 - No Funding Required	Administrators, Counselors, Media Specialist, 5th grade teachers, and other relevant staff

Activity - Fourth grade meet and greet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives of the LT will visit each fourth grade classroom at Holtville Elementary School. They will conduct a Meet & Greet along with a question and answer session with each fourth grade classroom.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, Media Specialist

Strategy2:

Eighth Grade Transition - Holtville Middle School staff will work to prepare eighth grade students for their transition to ninth grade.

Category: Other - Transition

Research Cited:

ACIP

Holtville Middle School

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Holtville High School counselor will visit 8th grade classes in preparation for their transition.	Career Preparation/Orientation	04/02/2018	05/24/2018	\$0 - No Funding Required	HHS Counselor

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each eighth grade student will complete a Four Year Plan within the required Career Prep class. This plan lays the foundation for their upcoming high school careers.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Counselor, career prep teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

In October 2017, the Leadership Team, including parents and students, convened to disaggregate standardized assessment data, including ACT Aspire data, Access data, survey results, and demographics. Results were shared with school faculty, staff, parents, students, and other stakeholders. All stakeholders were asked for their input. The Leadership Team then suggested strategies, professional development, and budget requirements for the ACIP plan. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The ACIP for the 2017-2018 school year will then be published and shared with all stakeholders. Requested modifications will be examined and decisions made by the LT and faculty/staff.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The teachers and Leadership Team (LT) analyze data, specifically identifying the advanced students and non proficient students. After the students are identified, teachers create and implement plans for remediation and provide intervention for these students. These plans are monitored and evaluated throughout the year. Additionally, classes are created to ensure proper academic placement for students with specified learning needs. Adjustments are made when needed.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are experiencing difficulty are identified immediately once data is returned from the state level. The students who are not proficient are scheduled to receive intervention through PST, intervention or remedial courses, etc. All 7/8 students who are on PST are enrolled in an intervention class or group for the subject in which they are non-proficient using math remediation and Reading Intervention courses for reading remediation.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students who experience difficulty mastering the proficient or advanced achievement standards are provided timely, effective, and additional instructional assistance. This will be accomplished by: -Providing extended summer learning opportunities (Summer School)

- The 21st Century after school homework help program
- Encouraging parental involvement in student education through school conferences, telephone conversations, and notes
- Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction. HMS provides special services for students scoring below grade level on standardized testing, scoring below the 50th percentile range as measured by the Scantron Performance Series.
- EL students are served with the use of small group instruction.
- HMS ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children: 21st CCLC and Band.
- 21st Century Learning Program enrichment
- Robotics, theater, scholar's bowl

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

The Elmore County Public School System has a Board approved policy for procedures for Migrant, Immigrants, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students. This policy is reviewed and revised annually. HMS uses various other community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited English proficient students must have equal access to the same free appropriate education, including public pre-school ed. provided to other children and youth. All homeless, migratory, and LEP students are provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The state program consists of the foundation units for the school. Local programs are added to the state program assistance with administration. Federal programs works to supplement the foundation program and are implemented throughout each Title I school.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

A violence prevention program is a non-funded mandate; however, we provide awareness of bullying through assemblies, counselors, printed materials, and outside assistance resources. The Child Nutrition Program is Federally funded to provide a breakfast and lunch program to students in need of assistance.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

HMS completes a yearly Comprehensive Needs Assessment and a program evaluation for the Title I program.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

HMS uses the needs assessment results. The staff disaggregates the data from the State's annual assessment when it becomes available. Additionally other sources such as Scantron Performance Series assessment, STAR, INOW, SIR Report, and ACCESS are used to evaluate student achievement.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school uses state and local assessment results along with student grades to determine if the school wide program is effective in increasing student achievement of students who are furthest from achieving the standards.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Leadership Team (LT) meets monthly to review data and make decisions regarding the Alabama Continuous Improvement Plan.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	27.05

Provide the number of classroom teachers.

29.43

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1432344.56

Total

1,432,344.56

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82514.03

Total

82,514.03

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	62611.37

Total

62,611.37

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	57818.0

Total

57,818.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	51302.0

Total

51,302.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6673.24

Total

6,673.24

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2446.7

Total

2,446.70

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13298.77

Total

13,298.77

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	960.37

Total

960.37

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	92182.97

Provide a brief explanation and breakdown of expenses.

Salary/benefits, instructional supplies, computer hardware, parental involvement materials and supplies

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	97756.9

Provide a brief explanation and a breakdown of expenses.

Funds for professional development activities and related expenses such as registration fees, travel, and/or substitutes, are allocated from the central office.

CSR= class size reduction

Total amount includes 45% funding for classroom teacher

\$80,503 + \$17,253.90 CSR= \$97,756.90

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	34490.0

Provide a brief explanation and a breakdown of expenses.

Funds are distributed from the district level.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

Salaries/benefits of program staff, instructional materials and supplies, training/professional development for program staff, computer hardware and software, fees for contracted services for vendors and presenters.

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

not applicable

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

n/a

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Holtville Middle School holds its Annual Meeting of Title I Parents in September. Parents are notified of the meeting through notices sent home with students, announcements on the school marquis, and School Messenger. This year's meeting was held in September. Topics discussed at this year's meeting were: -What it means to be a Title I school -The 1% Set-Aside for Parental Involvement -The LEA Title I Plan -The LEA Parental Involvement Plan -The ACIP -HMS's Parental Involvement Plan -School-Parent Compacts -Requesting teacher qualifications -Notifications of teachers who are not Highly Qualified -The Annual Evaluation of the Parental Involvement Plan -The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan, the CIP, revising School-Parent Compacts, the LEA and HMS Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan -Introduction of Parent Leaders/Contacts and requesting volunteers interested in becoming Parent Leaders/Contacts this school year.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1)The faculty and staff of Holtville Middle School believe that parental involvement is a fundamental aspect of any educational program. Parent meetings will be held throughout the year on a flexible schedule, allowing all parents input into their child's education. Fifth Grade Orientation is held independently of Open House to allow administration to provide more in-depth explanations of HMS policies and procedures for students transitioning from elementary to middle school and includes a student-led school tour. Open House is held prior to the first day of school to allow more parents the opportunity to meet teachers and establish rapport. The Annual Meeting of Title I Parents informs parents of HMS's participation in Title I supplemental services. Parent Report Day was scheduled in September from 1 p.m. to 7 p.m. allowing working parents more opportunity to meet with teachers. Parental Involvement Committee meetings and Title I Advisory Committee meetings are scheduled after school and/or in the evenings to provide opportunity for higher attendance. Conferences are scheduled after school or during teacher's planning periods. 2)Holtville Middle School believes that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. The Annual Meeting of Title I Parents encourages parents to be actively involved in their child's education at school by volunteering to serve on the Title I Advisory Committee and/or the Parental Involvement Committee. The Title I Advisory Committee meets twice a year. The purpose of the Title I Advisory Meeting is to plan, review, and improve Strategies to Increase Parental Involvement. The Title I program, including the Federal Programs section of the Continuous Improvement Plan. All Title I parents have the opportunity for involvement in how Parental Involvement funds will be spent by contacting representatives on the Parental Involvement Committee or by attending Parental Involvement Committee meetings. In addition, parents may voice concerns and opinions in the office, through email, or by phone. It is requested that parents fill out a Title I Parent Survey during second semester. Survey results help evaluate the current Title I plan and guide development of the plan for next school year. The School-Parent Compact is reviewed and revised during the Title I Advisory Meeting in the spring using survey data and input from all parents.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

The Elmore County Code of Conduct and Student Handbook and the HMS Student Handbook Supplement are sent home to all parents the first day of school. The Handbook contains a description of the school's curriculum and student achievement expectations. -Elmore County's website (www.elmoreco.com) has a description and explanation of research based programs currently used throughout the county: Reading Renaissance, Alabama Math, Science, and Technology Initiative (AMSTI), STAR Reading and Math, Math 180, and e2020. -Holtville Middle School presents information about its Title I programs, the curriculum, policies and procedures, school academic progress, and forms of assessment used during parent meetings held throughout the fall (Fifth Grade Orientation, Open House, Annual Meeting of Title I Parents, and Parent Report Day). -Progress Reports are sent home weekly in grades 5-6 and every two weeks in grades 7-8. -Report cards are sent home 4 times a year. -iNow is available to all parents to monitor student progress. -School Messenger is utilized to notify parents by phone and/or email of important dates, activities, meetings, and information pertaining to their child's education. -Remind, Class newsletters, Facebook, individual teacher blogs, and the school website provide updated information to help keep parents informed. -Parents can communicate with the faculty through email, note, or phone. Conferences can be scheduled with teachers or through the office. -An interpreter is provided to communicate with EL parents and documents are translated to the extent practicable in the language indicated on the Home Language survey.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Holtville Middle School's School-Parent Compact is developed through a coordinated effort by the Title I committee consisting of administrators, teachers, and parents. The School-Parent Compact reflects the responsibility of the school, teacher, parent, and students in working toward student success. The School-Parent Compact is sent home the first day of school.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Holtville Middle School recognizes parents as partners in the planning process for continuous improvement. HMS's Continuous Improvement Plan is a living document, which is evaluated and revised throughout the school year. The LT committee, which consists of administrators, teachers, parents, and students, reviews, evaluates, and revises the plan. Committee parents represent the entire school. Parents are informed at the Annual Meeting of Title I Parents of their rights to give input regarding the revision of the plan. Letters of Discontent are available in the office for parents to make and submit comments if they disagree with any aspect or component of the ACIP. Parents also have the ability to submit comments in person or in writing. The LT committee reviews suggestions and concerns monthly and addresses concerns as needed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Holtville Middle School will accomplish this through its required Annual Meeting of Title I Parents and Parent Report Day scheduled in September. The Annual Meeting of Title I Parents will provide information on Title I requirements and funding, an overview of the school's current status, and information on how to monitor their child's progress using iNow, assignment books, and progress reports. Parents are provided an overview of the district's Parental Involvement Plans. In addition, parents will be encouraged to participate in parent involvement activities throughout the school year. During Parent Report Day, teachers will go over the School-Parent Compact and Progress Reports with parents. An Annual ESL Parent Meeting will be held to provide an overview of the program.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

HMS's LT Committee and Title I Committee work diligently to ensure that all parent materials and training is closely aligned with our school's identified goals. HMS's Parent Resource Center contains information (in English and Spanish) on various parenting topics related to helping middle school age students.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

The importance of parent involvement will continue to be stressed through in-services, faculty meetings, and grade-level meetings. Parent Involvement information is discussed during Elmore County Counselor and Title I Meetings. Information on agencies offering family assistance is shared during these meetings. HMS's Problem Solving Team also meets to discuss ways to involve parents in their child's education.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Holtville Middle School coordinates its parent involvement program for all parents including parents of Special Education students, Title I students, and EL students. The school system's translator, as needed, translates notices for parent meetings. The translator is available to translate during parent meetings and parent/teacher conferences. All parents are encouraged to attend the Annual Meeting of Title I Parents and PTSO meetings. In addition, HMS currently has a 21st CCLC Program, which offers parental involvement activities. Parents are encouraged to volunteer at our school in various ways, including assisting with our morning snack duties, chaperoning after school activities and field trips, volunteering to assist with school picture day, book fairs, and other classroom activities.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

The AT&T Language Line service and a county bilingual translator are utilized to build capacity for parental involvement. Elmore County's Handbook/Code of Conduct, HMS's Supplemental Handbook, and other important documents are translated in the language indicated on the Home Language Survey. Information provided to parents about meetings, programs, and activities is sent home in a language parents can understand, to the extent possible. The Elmore County website and HMS website have forms and information in numerous languages. Transact is also available for document translation.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Holtville Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Parent notifications are sent home in the preferred language indicated on the home language survey. A translator is available to assist in verbal and written communication with parents. Transact is used to translate documents and AT&T Language Line, and over-the-phone interpretation service, is available for the faculty to use. At this time, Holtville Middle has no migrant students. Every effort is made to accommodate parents with disabilities. Holtville Middle School is a handicapped-accessible building.