

Holloway Middle School



Campus Plan 2007-2008

Revised: 4/1/2009

Mission Statement

At Holloway Middle School, our goal is a well-balanced curriculum, self-assured students, and knowledgeable young adults competent to meet the challenges of life and the future needs of society.

Campus Administrators

Curtis Williams, Principal
Travis Splinter, Asst. Principal
Leaurme Black, Counselor

Campus Site Based Planning Team

Faculty

Paula Crouch
Mary Stokes
Laurie Guthrie
Margaret Stewart
Jill Miller
Kathy Gwin
Kay Quick
Jenny Wallace
Tina Moore
Melissa Warren
Kathy Nunn
Sharyn Womble
Tommie Grinnell
Melanie Causey

Central Administration

Dennis Miller

Community and Business

Judy Kunzman
Cheryl Wood
Sheila Lawrence
Suzanne Loudamy

Comprehensive Needs Assessment Tools

Student Assessments:

Texas Reading Proficiency Test in English (RPTE)
Locally Developed Alternative Assessment (LDAA)
Reading Renaissance Reading Tests (STAR)
Six Weeks Grades
Attendance Accounting
504 Data
Gifted and Talented Matrix
Teacher Observations
Texas Assessment of Knowledge and Skills-M

Texas Assessment of Knowledge and Skills (TAKS)
State Developed Alternative Assessment (SDAA)
Pre/Post Tests
Oral and Written Language Assessments (ITPE/IDEA)
Subject TEKS Benchmark Tests
Special Education Data
Dyslexia Screening
Cognitive Abilities Tests
Texas Assessment of Knowledge and Skills-I

Teacher Assessments:

Professional Development & Appraisal System (PDAS) Formal and Informal Walkthroughs
Staff Development Survey

Campus Assessments:

Campus Rating
Special Education Compliance Rating
Program Evaluations

Academic Indicator System (AEIS)
At-Risk Student Performance

Special Programs for At-Risk Students

Campus Wide Title I Instruction
Accelerated Reading Instruction (ARI)
Extended Day Tutorials
Before and After School Tutorials

Dyslexia Alpha Phonics
Accelerated Math Instruction (AMI)
English as a Second Language
Inschool Tutorials

PERFORMANCE OBJECTIVES MATRIX FOR TAAS/TAKS
Campus Holloway Middle School
Grade Level 5th-6th

Student Group/Program	2001 2002		2002 2003		2003 2004		2004 2005		2005 2006		2006 2007	
	5	6	5	6	5	6	5	6	5	6	5	6
Mathematics												
All Students	96	90	90	93	87	90	89	86	96	86	98	91
White	98	93	93	96	90	96	94	88	98	90	98	93
African-American	76	67	67	71	70	61	55	72	80	50	91	73
Hispanic	92	73	73	73	79	61	76	91	95	94	100	84
Eco. Disadvantaged	94	95	95	82	73	83	80	75	90	78	98	86
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82	57
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	84	62	62	71	55	71	73	64	85	73	94	75
TLI Summary	86.5	N/A	N/A	88.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Group/Program	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	5	6	5	6	5	6	5	6	5	6	5	6
Reading												
All Students	94	97	86	95	84	94	88	90	93	91	92	97
White	96	97	90	96	86	95	91	90	95	94	93	97
African-American	81	95	52	95	70	83	67	81	83	69	78	96
Hispanic	79	94	67	73	68	71	81	100	80	82	94	95
Eco. Disadvantaged	90	95	78	87	90	89	81	87	85	83	86	94
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71	100
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	72	81	46	80	48	78	66	72	78	79	79	92
TLI Summary	91	91.2	78	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

PERFORMANCE OBJECTIVES MATRIX FOR TAAS/TAKS
Campus Holloway Middle School
Grade Level 5th-6th

Student Group/Program	1999 2000	2000 2001	2001 2002	2003 2004	2004 2005	2005 2006	2006 2007	Student Group/Program	2003 5th	2004 5th	2005 5th	2006 5th	2007 5 th
Attendance	97.4	N/A	96.9	96.7	97	96.8	96.9	Science					
								All Students	81	70	65	82	86
Tardies								White	86	76	69	84	90
								African-American	32	41	32	63	56
Discipline Referrals								Hispanic	53	47	44	65	76
								Eco. Disadvantaged	88	53	58	69	72
Violence Incidents								Special Education	N/A	N/A	N/A	N/A	67
								ESL/Bilingual	N/A	N/A	N/A	N/A	N/A
Drop Out Rate								At Risk	45	31	26	57	65
								TLI Summary	N/A	N/A	N/A	N/A	N/A

HOLLOWAY MIDDLE SCHOOL CAMPUS NEEDS ASSESSMENT

Goal I: All students will meet or exceed state and district educational standards.

Upon reviewing TAKS assessment data for the previous years, TAKS scores in both Reading and Math for 6th grade students have continued to remain fairly consistent. For 2006 – 2007, the sixth grade Math overall scores jumped 5% from 86% to 91%. All 6th grade math scores, with the exception of Hispanic scores, showed strong improvement. While the Hispanic scores did drop from 94 to 84%, African American scores improved markedly from 50% to 73% passing. White student scores increased 3% from 90 to 93 and Economic Disadvantaged students also rose from 78% to 86% and At-Risk students' scores increased slightly from 73% to 75%. Sixth grade reading scores shot to the top with 97% of the students mastering the TAKS. This is up 9% from the previous year. Every subgroup in the sixth grade improved tremendously with all subgroups above 92%. White student scores increased 3% from 94% to 97%, African American scores improved 27 points from 69 to 96%, and the Hispanic group gained 13% from 82 to 95 %. Economic disadvantaged scores also showed an 11% increase from 83% to 94% and the At-Risk group increased 13% from 79 to 92%. Sixth grade overall not only remained consistent in high student scores, but showed a major improvement in all sub-group scores as well. It is apparent that sixth grade was very successful in the implementation of their instruction.

Fifth grade faced a difficult challenge in 2006 – 2007 in that the previous year's overall TAKS scores were 96% for math and 93% for reading. Fifth grade not only met the challenge, but increased scores in almost all areas and subgroups. African American scores in both Reading and Science fell slightly, but all other groups showed improvement. Fifth grade Math overall scores for this year showed only a 2% increase, but the increase was from 96% to 98%! Subgroup results in Math showed an increase in every subgroup with the exception of White student scores which remained the same as the previous year with 98% mastery. African American scores rose 11% from 80 to 91 and Hispanic Math scores maxed out moving from 95% to 100%. The Economic Disadvantaged subgroup showed an 8% increase moving from 90% to 98% and the At-Risk scores increased 9 points from 85% to 94%. It is significant to note that every fifth grade Math subgroup scored 91% or higher on the 2006-2007 TAKS Assessment. Although fifth grade Reading overall scores slipped 1%, they remained at a very respectable 92%. The White subgroup dropped slightly from the previous year from 95% to 93% and the African-American subgroup fell 5 points from 83% to 78%. Hispanic scores jumped 14% from 80% to 94%, while Economic Disadvantaged scores rose 1% from 85% to 86% and At-risk scores showed a 1% increase from 78% to 79%.

Continued district and campus emphasis on the fifth grade Science curriculum again resulted in very positive testing results. Science scores for all fifth grade subgroups, with the exception of African American students, showed continued improvement. Overall student scores increased 4% from 82% to 86%. White student scores rose 6% from 84 to 90% and African-American scores dropped 7 points from 63 to 56. Hispanic scores again rose, from 65% to 76%, increasing 11 points and the Economic Disadvantaged subgroup went from 69% to 72%. Our At-risk group also continued to rise, moving up another 8 points from 57 % to 65% mastery. At the end of the 2006-2007 school year, all fifth grade students are required to pass both the reading and math portions of the TAKS. Twenty-seven students did not pass one or both of the TAKS assessments on the first two administrations. Of these 27 students, 24 failed to master the Reading TAKS and 3 failed Math; only 1 student failed both the Reading and the Math assessments. Summer remediation was provided for 23 students. Two students were retained for grades and one student withdrew from the district. One student received remediation in another district. On the third testing, 10 students did not meet the standard for the reading test and only 1 student did not pass the math test.

The Annual Yearly Progress (AYP) report issued for the 2006-2007 school year revealed that 95% of the students on the Holloway campus met the standard for both the math and reading assessments. Reading subgroup scores showed that 96% White, 91% African American and 92% of the Economic Disadvantaged met the standard. Although the Hispanic subgroup did not contain the required number to be considered in the evaluation, 94% of the Hispanics did meet the standard. Math assessment scores were slightly lower with 97% White, 86% African-American, 93% Economic Disadvantage and 92% Hispanic.

The Holloway campus met AYP expectations with no negative indicators in any category.

Although significant gains were achieved in all the subgroups, African American and the Economic Disadvantaged subgroups continue to struggle with mastery of the information and instruction must be improved to meet this challenge. Therefore, each teacher will continue to disaggregate and analyze both TAKS and six weeks benchmark data on their students and will identify each student not meeting minimum expectations on the previous TAKS test. These students and teachers will conduct individual conferences addressing non-mastered reading, math and science objectives. Particular emphasis will again be placed on targeting the performance of the African-American and Economically Disadvantaged subgroups.

Fifth grade science will continue to be improved both in materials available to teachers and in the instruction itself. The science curriculum will again be the focus for alignment and continuity of material and strategies. Additional teacher and student resources will be purchased for the 2007 – 2008 school year. Significant gains have been accomplished over the past three years and should continue in the future. The Outdoor School at Camp Tyler will be continued into the 2007-2008 school year, but the program will shift from four days and three nights to three days and two nights.

Curriculum alignment in Language Arts will continue with emphasis on additional teacher training in the area of the Balanced Literacy Program. Balanced Literacy training is scheduled for August, October, and November for 5th grade Language Arts teachers. Math will continue its alignment both vertically and horizontally with emphasis on grades one through twelve. Instruction that develops higher order thinking skills will continue to provide students with strategies that will enable them to be more successful on the more difficult TAKS assessments. Teacher professional development will continue through campus and district in-service and through Region VII Educational Service Center and through content specific conferences and seminars. The campus-wide Title I teacher will continue to work with at-risk students in both the area of Reading and Math and will target both 5th and 6th grade students. Accelerated Reading and Math instruction proved to be very successful with all students and will again be implemented with both 5th and 6th grade students to strengthen skills in both math and reading. Extended day tutorials will again be implemented two days a week and 6th grade in-school tutorials will begin the third week of school.

Goal II: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.

Based on the 2007 assessment data, and reviewing the 2004, 2005 and 2006 TAKS results, overall scores in Reading and Math continue to be in the upper 80's and lower 90's, but both overall and subgroup results show a continuing decline. As a result of the more challenging TAKS assessment, TEKS will again be aligned by six weeks during the 2006-2007 school year. Benchmark tests for each subject will be refined during the school year and a new benchmark assessment system has been purchased for the 2007-2008 school year. Student fatigue continues to impact TAKS assessment results and consequently, Benchmark tests will include longer and more rigorous passages in order to build student stamina. Teachers will continue to receive additional training in Balanced Literacy, Math and Science strategies.

Goal III: Learners will have appropriate technological resources to support the district's educational performance goals.

The campus and district will continue to train staff in the use of district software applications and programs. The campus staff will continue to refine skills in the use of technology as an instructional tool in the classroom and will implement a new benchmark assessment system. Students will be given additional technology instruction either in the campus computer lab or through individual classrooms. All classroom computers will either be upgraded or replaced during the 2007-2008 school year to meet the increased demands of new district software and programs. Additional computer projection units and digital visualizers for use in the classrooms will be purchased for instructional use.

Goal IV: Federal compliance standards will be met in order to increase student achievement.

TAKS results show that overall scores of all subgroups again continue to show a need for intervention. In effort to meet the needs of these subgroups the campus will continue to update manuals and provide staff and parents the latest information in regard to 504, ESL, Special Education, Gifted and Talented, At-Risk policies and procedures and the Student Success Initiative (SSI). The Campus-Wide Title I teacher will again be employed on the campus to provide intervention for at-risk students in reading and math. The campus will also utilize state and federal funds for Accelerated Reading and Math Instructional programs and staff. The campus will continue to provide English as a second language (ESL), Dyslexia, and Special Education instruction for qualifying students.

Goal V: State compliance standards will be met in order to increase student achievement.

Once again, results from TAKS data indicate that African-American, and the Economic Disadvantaged subgroups continue to require additional instructional strategies. Therefore, the campus will continue to provide teachers and staff with opportunities for training with regard to identifying special population students, the process for the referral of these students, and information on identified population students and their modifications. Once identified, these students will be provided small group instruction, dyslexia training if appropriate, classroom tutorials and extended day remediation for identified at-risk students. All students not meeting minimum standards on any portion of the 5th grade TAKS assessment (Reading and Math) will have an individual Accelerated Instruction Plan (AIP) developed for the 2007-2008 school year. In addition, each 5th grade student not mastering any area of the 5th grade TAKS test (Reading, Math, Science) will have a Personal Graduation Plan (PGP) developed prior to the 2008 Spring TAKS assessment. These plans will include input from the student, the parent and the classroom teachers. Sixth grade teachers will increase the number of in school tutorial sessions from two to four thus allowing at-risk students more individualized instruction.

Goal VI: A safe drug-free and orderly learning environment will be provided for our students.

The Holloway campus will continue to provide a character education program for students. Twenty five additional students will be trained as peer mediators using the Region VII Educational Service Center model. After students are trained, peer mediation is available to all students on the campus as a positive means of conflict resolution. In compliance with state guidelines, a core team of teachers has been trained in Crisis Prevention Intervention and the Texas Behavior Support Initiative and in the fall will be trained in the methodology and implementation of strategies for the Student Intervention Review team. The campus and district, in association with Region VII Education Service Center, will continue to implement the Coordinated Health Program (CATCH) into the curriculum. The campus will also provide an intervention/counseling program to meet the new state law in regard to “Dating Violence” intervention.

Goal VII: The campus will work to attract and maintain the highest level of qualified personnel.

The site-based team is an integral part of the campus planning and operation. The site based interview team will continue to conduct interviews of candidates for campus instructional positions and make recommendations to the campus principal. The team and the principal strive to employ only highly qualified teachers for these positions. All employees are either required or encouraged to continue with professional development training. On the Holloway campus, ALL classroom teachers are required to obtain the 30-hour Gifted and Talented certification through the Region VII Education Service Center. In addition, all staff are afforded opportunities to attend regional and state professional development offerings either through in-service, workshops, conferences or seminars.

A conscientious effort is made to ensure that all low-income students and minority students are afforded the same educational opportunities as every other student on the campus and that a “highly qualified” teacher instructs each student. All educational assistants providing direct services to students are “Highly Qualified”.

Goal VIII: Increase parent involvement on the campus.

At Holloway Middle School, parents are involved through a variety of organizations (PTA, Holloway Outdoor School, Band Booster Club and as “Mentor Mates” volunteers in our Accelerated Reading Program.) The Higgins/Holloway PTA will continue to support both campuses allowing for continuity 4th through 6th grades. Reading intervention is assisted through Mentor Mates, volunteers who work one to one with at-risk and subgroup populations to improve reading skills. Holloway Outdoor School works exclusively with the outdoor education program through Camp Tyler providing volunteers to assist in staffing the program, and is instrumental in supplying the approximately \$50,000.00 tuition for our three hundred 5th grade students to attend the camp. Do to an increase in costs, the outdoor education program will be revised this year, moving from a four day/three night program to three days and two nights.

Parent orientations will again be held at the beginning of the school year and parents are encouraged to meet their child’s teachers and discuss both classroom and campus policies and procedures. During the spring, orientations are held for 5th grade parents with regard to students transitioning to 6th grade, and for 6th grade parents as their children advance to the Junior High Campus. During spring orientations, departmentalizations, class schedules, advance academic classes, and fine art electives for the next year are discussed. On the Holloway Campus, parents are viewed as a multi-faceted component of our education process.

**Holloway Middle School
Campus Plan
2007-2008**

Goal One: **All students will meet or exceed state and district educational standards.**

Objective: **Target reading, writing, math, science and social studies to promote student success on assessment instruments.**

Effective School Correlate: **Assessment**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Analyze TAKS data & conduct individual student-teacher conferences addressing non-mastered reading & math objectives	All Teachers	End of 1 st 6 weeks 2007	TAKS Data	Chart individual students	Student growth on profile
Identify each student failing to meet TAKS minimum expectation requirements & develop individual subject remediation strategies	All Teachers	Mid-October 2007	List of non-mastery students	Individual strategies	TAKS Data
Provide increased instruction & practice using higher level thinking skills in all academic areas	All Teachers	2007-2008	Lesson plans identifying activities using higher order thinking skills	Assessment results	Campus budget
Target performance of African American, Hispanic & economically disadvantaged subgroups and other identified At-Risk students on all assessment information	Principal All Teachers	2007-2008	Student analysis reports to the principal each 6 weeks	Results of TAKS, SDAA, RPTE, Benchmark tests	Assessment instruments
Implement more effective teaching strategies for Math and more coordinated instruction and materials	Principal Math Teachers	2007-2008	Weekly 6 th grade Math meetings	Minutes from meetings	TAKS results and data
Implement 5 -- 6 th grade In-School tutorial classes	Principal M. Qualls M. Causey C. Sutherland	August 2007	Funds for Title 1 Personnel	Roster of students attending tutorials	6 weeks report card

**Holloway Middle School
Campus Plan
2007-2008**

Goal One: **All students will meet or exceed state and district educational standards.**

Objective: **Target reading, writing, math, science and social studies to promote student success on assessment instruments.**

Effective School Correlate: **Assessment**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Restructure Outdoor School schedule from 4 days/3nights to 3 days/2 nights	Principal 5th grade teachers Camp Tyler teachers Parents	2007-2008	Outdoor School tuition \$50,000	Attendance at Outdoor School	Science TAKS Results
Continue Science TEKS/Activities with 3 rd , 4 th , & 5 th grade level teachers	Principal 3 rd , 4 th , 5 th grade teachers	2007-2008	Purchase additional FOSS Kits for science teachers as needed	POs for Kits (\$500 each)	Incorporation of FOSS Kits into instruction Science TAKS results Spring 2008
Continue to provide professional development for Science instruction; send two 5 th & 6 th grade Science teachers to conference	Curriculum Director Principal Teachers	Oct 2007	District and Campus budget	Registration Attendance	Science TAKS results Spring 2008 Attendance at conference Presentation to faculty
Purchase additional 5 th grade Science resource materials	Curriculum Director Principal	Fall 2007	District & Campus budget \$7,682.00	Order Science resources	Use in classrooms
Student attendance will meet or exceed 96%	Principal Attendance clerk Teachers	2007-2008	Attendance incentives weekly and by 6 weeks. Office and teacher phone calls to parents	Attendance each 6 weeks	Attendance rate at end of year

**Holloway Middle School
Campus Plan
2007-2008**

Goal Two: **Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.**

Objective: **Complete the curriculum alignment framework in the core subject areas of Math, Language Arts, Social Studies, and Science.**

Effective School Correlate: **Curriculum**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Continue to refine alignment of the curriculum vertically and horizontally in Math, Science, Social Studies, & Language Arts	Principal All Teachers	2007-2008	Schedule of workdays for curriculum teams	Curriculum document	District budget for subs
Refine benchmark tests at each grade level by six-weeks in Math, Language Arts, Social Studies, and Science. Benchmark tests to be increased in length to build student reading stamina and endurance	Principal All Teachers	2007-2008	Schedule of workdays for teachers to align TEKS and develop tests	Refined TEKS alignment forms and Benchmark tests	District budget for subs
Implement New Assessment System to be used for each Benchmark evaluation and evaluation of student responses	Principal Teachers Director of Curriculum	2007-2008	\$1500	Utilization for Systemt for each 6 weeks test	Development of classroom tests and 6 weeks benchmark tests
Provide additional staff development in the implementation of Balanced Literacy strategies in 5 th grade	Language Arts Teachers Language Arts Instructional Consultant	August 2007 Fall 2007	Campus budget \$1,000.00	Schedule of training dates	Implementation in the classrooms

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Refine vertical alignment of Math curriculum K-12, visiting other districts to discuss curriculum	Exec. Director of Curriculum Principal Math teachers	Fall 2007	Programs utilized in other districts Region VII	Dates of campus visits and meetings	Adoption and implementation of aligned programs

**Holloway Middle School
Campus Plan
2007-2008**

Goal Three: **Learners will have appropriate technological resources to support the district's educational performance goals.**

Objective: **Provide access to technology in order to assist the district's preparation to meet academic expectations.**

Effective School Correlate: **Technology**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide students with appropriate software applications for research/inquiry	Principal Teachers Melissa Warren	2007-2008	PO for software	Installation of software	Campus budget
Continue 6 th grade Mass Communications Technology Elective and Computer Skills elective	Principal Melissa Warren	2007-2008	Campus Budget	Lesson plans Daily broadcasts	Broadcasts of daily programs, completion and distribution of campus yearbook
Continue to train staff in use and implementation of New Benchmark Assessment System	Director of Technology Teachers	2007-2008	District Technology Staff	Schedule of training	Staff attendance log
Continue the use of attendance and grading programs by teachers in each classroom	Director of Technology Principal Teachers	2007-2008	District Staff District Funds for software	Incorporation and use by teachers	Student attendance recorded through classroom computer; implementation of grade book program
Replace all Teacher computers on campus	Director of Technology Principal	2007-2008	Campus Budget District Budget \$700.00 per computer	Purchase orders	Installation of computers
Purchase additional computer hardware for classroom instruction so that each teacher has an updated computer	Principal Teachers Director of Technology	Fall 2007	Grant Funds Campus Budget	POs for equipment	Installation and use of technology

**Holloway Middle School
Campus Plan
2007-2008**

Goal Four: **Federal compliance standards will be met in order to increase student achievement.**

Title Funds: **\$50,810**

Objective: **Provide supplementary services for at-risk students through the use of special programs.**

FTE's: **1.0**

Effective School Correlate: **Instruction and Assessment**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Target adequate yearly progress of students	Counselor Teachers	2007-2008	TEA Guidelines TAKS Results Spring 2006	Individual student TAKS results Sub-group results	TAKS results Spring 2006 Number of AIP and PGP required by non-mastery
Provide small group instruction for 6 th grade At-Risk students through school-wide Title personnel	M Qualls	2007-2008	Title funds	Organization of classroom roster of students attending instruction	TAKS results
Restructure campus Resource classes to align with 5 th and 6 th grade classes and schedules moving resource students into mainstream	Principal S. Womble S. McAfee	August 2007	Special Ed. Funds District funds	Designation of specific rooms as 5 th and 6 th grade	Class rosters and student attendance in classes

**Holloway Middle School
Campus Plan
2007-2008**

Goal Five: **State compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for at-risk students through the use of state compensatory funds and ARI/AMI funds.**

ARI/AMI funds: \$11,888

Comp Ed Funds: \$117,872

Effective School Correlate: **Instruction and Assessment**

FTE's: 3.01

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Maintain a tracking system & provide sufficient documentation for identification & progress of At-Risk students and ARI/AMI students	Principal Counselor ARI/AMI teachers	2007-2008	Documentation for identification of At-Risk students and ARI/AMI students	List of At-Risk students as designated by at-risk indicator criteria and by ARI/AMI indicator criteria	At-Risk criteria TAKS results Six Weeks Grades 6 weeks benchmark tests
Provide all teachers with a list of all special population students & their modifications	Counselor	2007-2008	List of special population students	Teachers have copies of modifications for all special populations	List of students and modifications
Continue to refine follow-up procedures for CORE team referrals	Counselor	2007-2008	Teacher referrals	Action & follow-up	CORE team
Provide supplemental tutorial programs such as extended day for students identified as At-Risk	Principal Teachers	2007-2008	Compensatory Education funds	Identification of At-Risk students TAKS Results Grade Averages Teacher recommendation	Pre & Post Tests TAKS results Attendance Percentage Six Weeks Grades
Provide intensive instruction for at-risk students one period a day through a pull-out program	Principal Teachers	2007-2008	Compensatory Education funds	Rosters Schedules	Six weeks tests results TAKS results
Provide small group instruction for at-risk students through, ARI/AMI program, and "bubble" program	B. Richards M. Qualls ARI/AMI teachers	2007-2008	ARI/AMI funds Bubble funds	Benchmark Tests with 5% increase; Classroom Evaluations for students	Six weeks tests results TAKS results
Provide a paraprofessional to assist with instruction of at-risk students	Principal	2007-2008	Compensatory Education funds	Support staff's schedule and list of student served	Six weeks tests results TAKS results
Provide small group instruction for dyslexic students	K. Nunn	2007-2008	District Budget	Roster of students qualified for instruction	Lesson plans, classroom evaluations for individual students, Brigrance & STEIGLITZ Evals, TAKS results
Incorporate and utilize DAEP as a part of discipline management plan	Principal	2007-2008	Number of referrals of students for DAEP	Number of students sent to DAEP and time spent	District Budget for DAEP

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Develop Individualized Personal Graduation Plan for students failing TAKS and who may not graduate on time. Develop Accelerated Instruction Plan for each 5 th grade student not mastering either or both Math and Reading TAKS	Counselor 6 th grade teachers 5 th grade teachers	2007-2008	Faculty and staff 5 th grade TAKS results	List of students and development of plan	Implementation of Personal Graduation Plan
Provide extended year remediation program for 5 th grade TAKS math and reading failures	Principal Counselor Teachers	June 2008	ARI/AMI funds Comp. Ed funds	Attendance records Rosters	TAKS retest scores

**Holloway Middle School
Campus Plan
2007-2008**

Goal Six: **A safe, drug-free and orderly learning environment will be provided for our students.**

Objective: **Reduce drug use, violence and/or disruptive behavior by students.**

Effective School Correlate: **School Climate and Violence Intervention and Prevention**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Continue Character Education Program	Counselor	2007-2008	Character Education materials \$500	Develop curriculum	Schedule meetings
Provide Crisis Prevention Intervention Training and Texas Behavior Support Initiative for additional staff	Principal Selected Teachers	2007-2008	District budget for subs	Certificates of completion	Schedule training
Participation in district wide drug free initiative	Principal Counselor	October 2007	District funds	Attendance documentation	Schedule of activities & programs (Red Ribbon)
Establish "Dating Violence Intervention Program"	Counselor	Fall 2007	Counselor	State Law requirements	Intervention Log
Provide Peer Mediation training for 25-5th students	Counselor Principal	October 2007	Counselor Principal	Certificates of completion	List of students to be trained
Contract to provide "Drug Dog" for random inspection of the campus and "Red Ribbon" week presentation	Richard Peacock Principal	2007-2008	District drug education funds	Contract	Number of visits
Revise and update Crisis Management Plan	Principal Asst. Principal Teachers	2007-2008	District & campus management plans	Scheduled and unscheduled drills	Number of drills
Continue CATCH Program on Campus	Implement CATCH Program on Campus	2007-2008	CATCH Grant	CATCH Committee Copy of Grant	Schedule of Region VII training and meetings

**Holloway Middle School
Campus Plan
2007-2008**

Goal Seven: **The campus will work to attract and maintain the highest level of qualified personnel.**

Objective: **Provide academic instruction by highly qualified personnel.**

Effective School Correlate: **Professional Development**

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Continue to incorporate site-based interview team in the interview process	Principal Site base committee	Spring 2008	District Salary	List of applicants	Top 3 candidates
Provide opportunities for professional development	Principal Teachers/Staff	2007- 2008	\$3500.00	Workshop registration	Workshop attendance
Ensure that students are taught by teachers and educational assistants that meet criteria for “highly qualified” as established by NCLB	Principal Interview Team	August 2007	Employment criteria	Staff not meeting criteria	Certifications
Ensure that low income and minority students are provided with “Highly qualified” staff members at the same rate as all other students	Principal	August 2007	Employment criteria	Staff credentials	Class rolls

**Holloway Middle School
Campus Plan
2007-2008**

Goal Eight: **Increase parent involvement on the campus.**

Objective: **To involve parents in meeting the educational needs of children.**

Effective School Correlate: **Parent Involvement**

Strategies/Initiatives	Person Responsible	Time Line	Resources	EVALUATION	
				Formative	Summative
Strengthen parent involvement in the Outdoor School	Principal Outdoor School Committee	2007-2008	Parents	Parents involved 2006-2008	Parents involved 2006-2008
Provide parent information in regard to the 5 th grade Student Success Initiative (SSI), Accelerated Instruction Plan (AIP) Grade Placement Committee (GPC) and the 6 th grade Personal Graduation Plan (PGP)	Principal Counselor Teachers	Fall 2007 Spring 2008 Summer 2008	PGP software \$300	List of students not meeting expectations on 5 th grade TAKS	AIP form completed by parent PGP form completed by parent
Provide campus orientation for parents in regard to policies, procedures, and course offerings	Principal Counselor Teachers	September 2007 May 2008	District Personnel	Scheduled presentations	Parental attendance
Continue joint PTA with Higgins Campus as Higgins/Holloway PTA	Principal PTA Officers	Fall 2007- May 2008	Parents PTA Budget	PTA officers and scheduled meetings.	PTA meetings 2006-2008
Incorporate parents and community into campus activities. (Outdoor School, AR Mentor Mates, PTA)	Principal Teachers	2007-2008	Parents	Application sheets submitted by parents	Attendance sheet of volunteers

Title I School Wide Plan Ten Components

1. Comprehensive Needs Assessment

Page 2 Comprehensive Needs Assessment Tools (Listed Assessment)

2. School Wide Reform Strategies

Page	9	Goal One:	Box 5: More effective teaching strategies for math
Page	9	Goal One:	Box 6: Implement Five 6 th Grade in-school tutorial classes
Page	11	Goal One:	Box 4: Continue Balance Literacy strategies in 5 th grade
Page	14	Goal Four:	Box 3: Provide ESL instruction via District Personnel
Page	14	Goal Four:	Box 4: Provide small group instruction via Title Personnel
Page	15	Goal Five:	Box 4: Provide supplemental tutorial program (Extended Day) for students identified as at-risk
Page	15	Goal Five:	Box 5: Provide small group instruction via District Personnel
Page	16	Goal Five:	Box 1: Provide small group instruction for dyslexic students

3. Instruction By Highly Qualified Professional Staff

Page	14	Goal Four:	Box 3/4: Title Personnel is a Certified Teacher
Page	15	Goal Five:	Box 4/5: District Personnel is Highly Qualified Paraprofessional
Page	18	Goal Seven:	Box 3/4: District Ensures that students are taught by Highly Qualified staff by end of 2005-2006

4. Ongoing Professional Development

Page	10	Goal One:	Box 3: Send teachers to subject specific conferences
Page	18	Goal Seven:	Box 2: Provide for opportunities for staff professional development

5. Strategies to Attract High Quality Teachers

Page	13	Goal Three:	Box 5: Replace all teacher computers
Page	13	Goal Three:	Box 6: Purchase additional computer hardware for instructional presentations
Page	18	Goal Seven:	Box 1: Site base team interviews of candidates
Page	18	Goal Seven:	Box 2: Provide opportunities for professional development
Page	18	Goal Seven:	Box 3: Ensure that students are taught by teachers that meet NCLB criteria
Page	18	Goal Seven:	Box 4: Ensure that low income and minority students are provided with highly qualified staff at same ratio as all students

6. Parental Involvement

- Page 19 Goal Eight: Box 2: Provide parent information in regard to SSI, GPC, AIP, and PGP for identified students
- Page 19 Goal Eight: Box 3: Provide campus orientation for parents in regard to policies, procedures and course offerings
- Page 19 Goal Eight: Box 4/5: Provide opportunities for parent involvement in campus programs (PTA, Outdoor School, AR Mentor Mates)

7. Transition Activities for Preschool Activities

Not applicable for 5th grade students

- Page 15 Goal Five: Box 4: Provide supplemental tutorial program (Extended Day) for students identified as at-risk

8. Inclusion of Teachers in Academic Assessment Decisions

- Page 9 Goal One: Box 1: All teachers analyze TAKS data and conduct individual student-teacher conferences
- Page 9 Goal One: Box 2: Identify each student failing to meet TAKS minimum expectations and develop individual subject remediation strategies
- Page 11 Goal Two: Box 3: Incorporation of New Assessment System to be used for each Benchmark evaluation and evaluation of student responses
- Page 16 Goal Five: Box 3: Develop Personal Graduation Plan for all students failing TAKS test

9. Assistance Strategies for Students Experiencing Difficulties Mastering the Proficient and Advanced Levels of Achievement Standards.

- Page 9 Goal One: Box 2: Develop individual subject remediation for all students failing to meet TAKS requirements
- Page 9 Goal One: Box 3: Provide increased instruction and practice using higher level thinking skills in all academic areas
- Page 11 Goal Two: Box 4: Implementation of Balanced Literacy strategies
- Page 14 Goal Four: Box 3: Provide ESL instruction through District Personnel
- Page 14 Goal Four: Box 4: Provide small group instruction through Title Personnel
- Page 15 Goal Five: Box 5: Provide after school tutorial program for at-risk students
- Page 14 Goal Four: Box 4: Provide small group instruction for at-risk students through District personnel
- Page 16 Goal Five: Box 1: Provide small group instruction for dyslexic students

10. Coordination and Integration of Federal, State, and Local Service Programs.

Page	14	Goal Four:	Box 2: Target adequate yearly progress of students
Page	14	Goal Four:	Box 4: Provide small group instruction for at-risk students through Title Personnel
Page	14	Goal Four:	Box 3: Provide ESL instruction for qualified students
Page	14	Goal Four:	Box 5: Restructure campus resource classes to align with 5 th and 6 th grade classes and schedules.
Page	15	Goal Five:	Box 4: Provide supplemental tutorial programs for at-risk students
Page	15	Goal Five:	Box 5: Provide small group instruction for at risk students through Title I and ARI/AMI teachers.
Page	16	Goal Five:	Box 1: Provide small group instruction for dyslexic students
Page	17	Goal Six:	Box 1: Provide a Character Education Program for all students
Page	17	Goal Six:	Box 2: Provide Crisis Prevention Intervention training and Texas Behavior Support Initiative for appropriate staff
Page	17	Goal Six:	Box 3: Participation in district and state drug free initiative
Page	17	Goal Six:	Box 4: Establish "Dating Violence" Intervention Program
Page	17	Goal Six:	Box 5: Provide Peer Mediation (Conflict Resolution) Training for students and implementation of program