



## School Plan

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### SALEM HIGH SCHOOL

#### Arkansas Comprehensive School Improvement Plan

2014-2015

Salem High School

Arkansas Consolidated School Improvement Plan

It is the mission of the Salem High School to educate students in a safe environment. Our school will provide a challenging curriculum promoting higher-order thinking skills, technology skills, and problem-solving abilities through relevant and engaging activities. We will, in cooperation with the community, provide the experiences necessary for students to become responsible citizens

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: MS

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#### Priority 1: Literacy

**Goal:** To improve reading comprehension and writing skills across the curriculum. Focus areas will be open response, writing content and style, and reading comprehension and vocabulary.

#### Priority 2: Math

**Goal:** To improve students' mathematics problem-solving skills and ability to respond to open-response items. Focus areas will be measurement, number sense/operations, and open response questions.

#### Priority 3: Wellness

**Goal:** The district will provide educational opportunities for students in making healthy lifestyle choices by implementing activities to aid in decreasing the average BMI on the annual student screening.

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Priority 1: To improve the literacy skills of all Salem High students.

1. In 2014, the instructional literacy team for the high school found that the data indicated that open response content was the biggest area of concern in literacy.
2. In 2014, 78% of the combined students scored proficient or advanced on the Literacy (Grade 11) exam, 66% of socio economic deprived students scored proficient or advanced on the Literacy (Grade 11) exam, 0% of students with disabilities scored proficient or advanced on the Literacy (Grade 11) exam. The lowest identified areas for the combined students were: OR; Literary 68%, Content 78%, Practical 69%, MC; Literary 69%. The lowest identified areas for the socio economic deprived students were: OR; Literary 63%, Content 75%, Practical 75%, Writing MC, 63%. The lowest identified areas for the students with disabilities were: OR; Literary 43%, Content 50%, MC; Content 56%, Practical 56%, Writing; Multiple Choice 50%. In 2014 90% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 85% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 33% of the students with disabilities scored proficient or advanced on the literacy portion of the 7th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. The lowest identified areas for socio-economic deprived students were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. The lowest identified areas for students with disabilities were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. In 2014, 86% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 84% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 56% of the students with disabilities scored proficient or advanced on the literacy portion of the 8th grade Benchmark. The lowest identified areas for the combined students were: OR;

Literary 89%; Content 74%, Writing Multiple Choice 63%. The lowest identified areas for economically disadvantaged students were: OR; Literary 89%; Content 74%, Writing Multiple Choice 63%. The lowest identified areas for the students with disabilities were: OR; Literary 89%; Content 74%, Writing Multiple Choice 63%. In 2013, the combined population of seventh grade students scored in the 52 percentile in Reading and 48 percentile in Comprehensive Language on the ITBS, students with low socio-economic status scored in the 37 percentile in reading and 42 percentile in Language, students with disabilities scored in the 29 percentile in Reading and 20 percentile in Comprehensive Language on the ITBS. In 2013, the ninth grade combined population scored in the 53 percentile in Reading Comprehension and 53 percentile in Language on the Stanford 10, students with disabilities scored in the 24 percentile in Reading Comprehension and 21 percentile in Language on the Stanford 10, and socio economic deprived students scored in the 66 percentile in Reading, 74 percentile in Math, and in the 55 percentile in Language on the ITBS.

3. In 2013, 72% of the combined students scored proficient or advanced on the Literacy (Grade 11) exam, 66% of socio economic deprived students scored proficient or advanced on the Literacy (Grade 11) exam, 0% of students with disabilities scored proficient or advanced on the Literacy (Grade 11) exam. The lowest identified areas for the combined students were: OR; Literary 68%, Content 78%, Practical 69%, MC; Literary 69%. The lowest identified areas for the socio economic deprived students were: OR; Literary 63%, Content 75%, Practical 75%, Writing MC, 63%. The lowest identified areas for the students with disabilities were: OR; Literary 43%, Content 50%, MC; Content 56%, Practical 56%, Writing; Multiple Choice 50%. In 2013 81% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 81% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 29% of the students with disabilities scored proficient or advanced on the literacy portion of the 7th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. The lowest identified areas for socio-economic deprived students were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. The lowest identified areas for students with disabilities were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. In 2013, 89% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 88% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 33% of the students with disabilities scored proficient or advanced on the literacy portion of the 8th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 89%; Content 74%, Writing Multiple Choice 63%. The lowest identified areas for economically disadvantaged students were: OR; Literary 89%; Content 74%, Writing Multiple Choice 63%. The lowest identified areas for the students with disabilities were: OR; Literary 89%; Content 74%, Writing Multiple Choice 63%. In 2013, the combined population of seventh grade students scored in the 52 percentile in Reading and 48 percentile in Comprehensive Language on the ITBS, students with low socio-economic status scored in the 37 percentile in reading and 42 percentile in Language, students with disabilities scored in the 29 percentile in Reading and 20 percentile in Comprehensive Language on the ITBS. In 2013, the ninth grade combined population scored in the 53 percentile in Reading Comprehension and 53 percentile in Language on the Stanford 10, students with disabilities scored in the 24 percentile in Reading Comprehension and 21 percentile in Language on the Stanford 10, and socio economic deprived students scored in the 66 percentile in Reading, 74 percentile in Math, and in the 55 percentile in Language on the ITBS.
4. In 2012, 71% of the combined students scored proficient or advanced on the Literacy (Grade 11) exam, 57% of socio economic deprived students scored proficient or advanced on the Literacy (Grade 11) exam, 0% of students with disabilities scored proficient or advanced on the Literacy (Grade 11) exam. The lowest identified areas for the combined students were: OR; Literary 68%, Content 78%, Practical 69%, MC; Literary 69%. The lowest identified areas for the socio economic deprived students were: OR; Literary 63%, Content 75%, Practical 75%, Writing MC, 63%. The lowest identified areas for the students with disabilities were: OR; Literary 43%, Content 50%, MC; Content 56%, Practical 56%, Writing; Multiple Choice 50%. In 2012 91% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 86% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 40% of the students with disabilities scored proficient or advanced on the literacy portion of the 7th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. The lowest identified areas for socio-economic deprived students were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. The lowest identified areas for students with disabilities were: OR; Literary 56%, Content 79%, Practical 70%, MC; Content 67%. In 2012, 93% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 94% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 50% of the students with disabilities scored proficient or advanced on the literacy portion of the 8th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 89%; Content 74%, Writing Multiple Choice 63%. The lowest identified areas for economically disadvantaged students were: OR; Literary 89%; Content 74%, Writing Multiple

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Choice 63%. The lowest identified areas for the students with disabilities were: OR; Literary 89%; Content 74%, Writing Multiple Choice 63%. In 2011, the combined population of seventh grade students scored in the 52 percentile in Reading and 48 percentile in Comprehensive Language on the ITBS, students with low socio-economic status scored in the 37 percentile in reading and 42 percentile in Language, students with disabilities scored in the 29 percentile in Reading and 20 percentile in Comprehensive Language on the ITBS. In 2012, the ninth grade combined population scored in the 53 percentile in Reading Comprehension and 53 percentile in Language on the Stanford 10, students with disabilities scored in the 24 percentile in Reading Comprehension and 21 percentile in Language on the Stanford 10, and socio economic deprived students scored in the 66 percentile in Reading, 74 percentile in Math, and in the 55 percentile in Language on the ITBS.

5. Students have scored an average of 18.5 on the ACT exam in English and a 20 in reading during the 2012, 2013, and 2014 school years.
6. The 2013 Arkansas Annual Measurable Objectives Report lists the Salem High School graduation rate (98.15) as meeting the state standard.
- 7.

Goal To improve reading comprehension and writing skills across the curriculum. Focus areas will be open response, writing content and style, and reading comprehension and vocabulary.

Benchmark To meet the state Annual Measurable Objectives (AMO) requirements annually

Intervention: Align literacy curriculum to the common core state standards.				
Scientific Based Research: Dr. Heidi Hayes Jacobs: Getting Results with Curriculum Mapping. (2004) p. 1-181				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Training in the curriculum mapping and alignment process. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
ALIGNMENT: Administration and teachers will generate a common, grade-level specific curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Special Education teachers will meet with regular classroom teachers to align the literacy curriculum and ensure that proper modifications are being made in the regular class . Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Johnny Smith/Patricia Russell, Special Education Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
ALIGNMENT: Teachers will meet in multi-level department meetings. Aligning the curriculum throughout grade levels will be the focus . Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers and administration will conduct a yearly evaluation to determine effectiveness of mapping process. The PARCC assessments will be used also to evaluate the mapping process. 96% of teachers believe that the literacy curriculum is aligned to the Arkansas Frameworks. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Continue To Use Accelerated Reader Program				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT: Teachers will receive appropriate staff development to support the program. In addition, all teachers will receive six hours of technology training each year. Each class will require at least one AR book per year excluding math.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>COLLABORATION: The accelerated reading program, Star Math and Star Reading will be renewed. Destiny software will be purchased to enhance the library. In addition to checking out books, Destiny will be used to give parents the opportunity to check the availability of books and book content.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Jan Brown, Librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>Title I - Purchased \$5500.00 Services:</p> <p>ACTION BUDGET: \$5500</p>
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will use the Accelerated Reader program to assess student reading comprehension.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Racheal Foster, Literacy Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Evaluation: Teachers will review the STAR reading results at the beginning and end of the school year to determine if reading levels have progressed. Reading comprehension results from the national norm referenced test will be used to evaluate the program. 75% of students were at or above grade level according to the STAR reading results. 100% of English teachers continue to use the accelerated reader program in their classes.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Coordination of Funds: Library books will be purchased to support the Accelerated Reader program in the high school, in addition to the library books that are purchased with local funds.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Jan Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$10000.00</p> <p>ACTION BUDGET: \$10000</p>
<p>DVD's will be purchased for teachers to use in addition to their current curriculum. The DVD's will offer another way for students to learn the material after they have read the book. DVD's will be purchased to support the Accelerated Reader program.</p>	Jan Brown	Start: 07/01/2014 End: 05/31/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2000.00</p> <p>ACTION BUDGET: \$2000</p>
<b>Total Budget:</b>				<b>\$17500</b>

Intervention: Reduce class size in English.

Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: The impact of class size reduction on literacy skills will be closely monitored by the teachers and administration. Teacher surveys show that teachers believe classroom size reduction is very important. On a rating scale of 1-5 teachers rated classroom size reduction as a 4.3. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Salem teachers and administration will conduct a yearly review of the ACSIP plan to determine its effectiveness. Seventh and eighth grade state criterion referenced test and national norm referenced test results will be used to evaluate the effectiveness of class reduction. Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
RECRUITING AND MAINTAINING OF HIGHLY QUALIFIED TEACHERS: All teachers will be highly qualified during the 2014-2015 school year. Newspapers, on-line postings and various media will be used to attract highly qualified teachers. Action Type: Title I Schoolwide	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$
The grade level placement of CSR (classroom size reduction) will be based upon enrollment at the beginning of the school year. Teachers input and data from several sources will be used to divide the students up into equitable classes. The CSR teacher will be providing a section of the course in addition to what is required. In the seventh grade, one period of English is above the required sections (Amanda Himschoot from 20 to 15) FTE =0.2857. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$3245.00 Employee Benefits: NSLA (State-281) - \$12928.00 Employee Salaries:  ACTION BUDGET: \$16173
Total Budget:				\$16173

Intervention: Tutoring.

Scientific Based Research: Gil G. Norm (2004). After School Education: A New Ally for Education Reform, 1-3.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Collaboration: A before and after school program will be offered to eligible students on Monday through Thursday of each week. The tutoring will be offered to enhance students opportunities for success. The learning will be in addition to what is offered in the classroom. Students will receive small group instruction in various areas of literacy based upon teacher recommendation and student-parent concern. Tutoring will be offered. Each	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee \$18000.00 Salaries: Title I - Employee \$3959.21 Benefits:  ACTION BUDGET: \$21959.21

week we will offer tutoring on Monday through Thursday from 7:20 a.m. until 7:50 a.m. and from 3:00 p.m. until 4:00 p.m. In addition, students will be offered summer classes and library opportunities. Teachers will be payed \$30.00 per hour. Action Type: Technology Inclusion Action Type: Title I Schoolwide				
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: The instruction provided to the student will include interactions with the highly qualified teacher and with computer software. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: At the end of the school year, the tutoring program will be evaluated by the staff to determine strengths and weaknesses, and to recommend any changes. Administrators and teachers will evaluate students who have been in after school tutoring by reviewing ACTAAP results. On a rating scale of 1 to 5, teachers rated this intervention as a 3.13. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$21959.21

Intervention: To incorporate open response questions in all classes.

Scientific Based Research: Reeves, Doug. 2004. Accountability in Action, pg 185-208.

Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will use open response questions in all classes. Action Type: AIP/IRI Action Type: Equity	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Parents will be informed about instruction methods and testing procedures during the annual public meeting, parent conferences, and newsletters. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers will monitor students writing in each class. Teachers will examine ACTAAP results to evaluate the efforts made to improve performance on open response items on the ACTAAP exams. From 2013 to 2014, Salem High School eighth grade literacy scores were 89% proficient or advanced. On a rating scale from 1 to 5, teachers rated this intervention 3.8. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT: An academic improvement plan will be written for students not scoring proficient or above on the ACTAAP exams. The focus of the plan will be on improving student performance on open response items. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide study skills classes for students in the 7th grade.

Scientific Based Research: Contributions of Study Skills to Academic Competence. Gettinger, Maribeth, Seibert.

Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Study skills classes will be used in the 7th grade to provide additional practice in English and Math. 39 students will be involved in study skills classes which are not required. Students will receive supplemental instruction in Math and English. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers will evaluate the productivity of study skills classes by examining progress made by students in study skills class. Teachers and administrators will review seventh grade ACTAAP results to evaluate the effectiveness of study skills class. Students in 7th grade performed very well on the Benchmark exam. 90% scored proficient or advanced in literacy and 81% were proficient or advanced in Math. On a rating scale of 0-5, teachers gave this intervention a 3.0. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Step Up To Writing.

Scientific Based Research: Vaughn, Gersten, and Chard (2000). How Step Up to Writing Supports the Underlying Message in LD Intervention Research: Findings fro Research Synthesis. The Council for Exceptional Children, 99-114.

Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: The Step Up to Writing Program will continue to be used in grades 7-12 to provide a consistent guide for writing instruction. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
ALIGNMENT: Purchase materials and supplies necessary to continue the use of the Step Up to Writing Program.	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers and Administrators will closely monitor the Step Up to Writing program. ACTAAP results will be used to evaluate the effectiveness of the program. During the 2013-2014 school year, Salem High School literacy scores were 7th - 90%, 8th - 86%, and 11th - 78%. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
INSTRUCTION FORM HIGHLY QUALIFIED TEACHERS: Teachers will assign and grade at least two Step Up to Writing prompts per quarter. 100% of teachers said that they were assigning and grading at least two step up to writing prompts per quarter in a recent survey.	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To create positive parent relationships that will allow parents to be involved in their child's education by following parent engagement actions that reflect all requirements of ACT 307 of 2007 and ACT 397 of 2009 and any supplemental funded activities.

Scientific Based Research: McDonald, Erma. Developing Positive Parent Partnerships. Education World, October

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PARENTAL INVOLVEMENT: To continue the Renaissance program that rewards students for making the honor roll and perfect attendance. Parents are invited to attend assemblies and events to recognize students for their outstanding performance. Rewards for students grades under the Renaissance program will be purchased for students to motivate students to succeed. The renaissance program is in addition to classroom opportunities. Rewards will include certificates, medals, and rewards of minimal costs.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$5000.00</p> <hr/> <p>ACTION BUDGET: \$5000</p>
<p>PARENTAL INVOLVEMENT: A bi-monthly newsletter will be distributed to parents to keep them informed of student accomplishments and up-coming school events.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT: A parent center will be located in the high school office. It will serve as a resource center for parents. The center will make available to parents school calendar information, tips for parents (also in library), a volunteer resource book, and reports on student performance.</p> <p>Action Type: Parental Engagement</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT: Salem principal Wayne Guiltner designates himself the Parent Involvement Facilitator.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT: Information packets will be prepared to encourage communication between the school and parents.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT: Two parent/teacher conferences will be held each school year.</p> <p>Action Type: Parental Engagement</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT: Parents will have the opportunity to serve on an Alumni advisory committee.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TRANSITION: Meetings providing information to parents and will be held throughout the year. Parents of Seniors will be invited to a Financial Workshop. College financial advisors will be brought in to inform parents how to fill out financial aid packets. All parents will be invited to a Public Meeting to discuss</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



student achievement. Action Type: Parental Engagement Action Type: Title I Schoolwide				
PARENTAL INVOLVEMENT: All parents who attend the parent/teacher conferences will be recognized in the local newspaper at the end of the school year for their contributions to their child's success in school. Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: A Parent/Student/Teacher/Principal Compact will be distributed in the student handbooks each year. The following items will be in the compact: (1) provide assistance to parents in understanding content how to monitor a child's progress, standards, academic assessments, and (2) provide materials and training to help parents work with their children to improve academic achievement, (3) educate teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents (4) coordinate and integrate parent involvement programs and activities (5) ensure that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand (6) provide other reasonable support for parental involvement activities as parents may request. A list of recommendations are provided for each involved party to ensure a successful educational experience. The compact is signed by all of the involved parties and filed in the principal's office each year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers and administrators will evaluate the parental involvement plan each year. Teachers and administrators will evaluate parent survey results each year. Parent surveys show that most parents are pleased with the school. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
TRANSITION: Parents will be invited to attend a meeting for parents of eighth grade students. The meeting will inform parents on how to be involved in their student's career plan and how to be involved in making decisions. Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Equity complaints should be made to the district equity coordinator Wayne Guiltner. Action Type: Equity	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The principal will support parents' efforts for a PTA/PTO.	Wayne Guiltner,	Start: 07/01/2014		ACTION BUDGET: \$

Action Type: Parental Engagement	Principal	End: 06/30/2015		
There will be a Volunteer Resource Book in the Parent Center for volunteers to sign if the school needs them. Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers were asked to rate the following items on a scale of 1 to 5. Open House 3.9 Parent/Teacher Conferences 4.1 Reaissance Programs 4.0 Parent Volunteers Action Type: Parental Engagement	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students will record radio spots throughout the school year to keep parents informed (in addition to other modes of communicating with parents) on the following: school events, academic achievement, academic programs, classroom activities, etc. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$500.00 Supplies:  ACTION BUDGET: \$500
Parent meetings will be held to inform parents about Salem High School and its programs in addition to other meetings held at Salem High School. In the meetings, parents will be active participants in planning and making suggestions for the high school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$500.00 Supplies:  ACTION BUDGET: \$500
Blackboard Connect will be purchased to send messages to parents with the intent to inform parents of school programs and activities in addition to other modes of communication with parents. Action Type: Parental Engagement	Shaun Windsor	Start: 07/01/2014 End: 05/31/2014		NSLA (State- 281) - \$1000.00 Purchased Services:  ACTION BUDGET: \$1000
Total Budget:				\$7000

Intervention: The high school will continue to use Study Island in all grades.

Scientific Based Research: Study Island Scientific Research Base. 2008. Jennifer Watts. Magnolia Consulting, LLC.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in all grades will continue to use study island software to improve Benchmark scores an advanced placement scores. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Students will be given a login and password to access study island from home. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Collabortation: Teachers and administration will review Benchmark scores to evaluate the effectiveness of the Study Island software. The data collection will begin this year. On a scale of 1	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

to 5, teachers rated this intervention as a 3.13.  
Action Type: Program Evaluation

Total Budget: \$0

Intervention: Technology will be purchased to improve educational opportunities in the classroom.

Scientific Based Research: Using Technology to Support At-Risk Students' Learning; (September 2014)  
Stanford Center for Opportunity Policy in Education/Alliance for Excellent Education  
<http://www.teachertime123.com/2011/02/the-value-of-technology-in-the-classroom-article/> The Value of Technology in the Classroom. February 26, 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION OF FUNDS: Printers will be purchased for high school classrooms, one white board, and 22 chrome casts. Action Type: Technology Inclusion	Shaun Windsor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) \$5000.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$5000
The program EduTyping will be purchased to help seventh and eighth grade students develop their typing skills.	shaun Windsor, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1000
The district will purchase Canvas by Instructure for the grade 7-12 Learning Management Software (LMS). The LMS will be used to incorporate blended learning/digital learning and meet the requirements of Act 1280. Students will complete assignments and be able to submit those assignments to their teachers through the LMS.	Shaun Windsor	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) \$7400.00 - Purchased Services: <hr/> ACTION BUDGET: \$7400
Five charging towers will be purchased to charge the chrome books so students will be able to use them in the classroom. This will help allow the chrome books to supplement the instruction in the classroom.	Wayne Guiltner	Start: 10/01/2014 End: 05/31/2014		Title VI State - Materials & Supplies: \$4900.00 <hr/> ACTION BUDGET: \$4900
375 headsets will be purchased for students to use with their chrome books.	Wayne Guiltner	Start: 10/01/2014 End: 05/31/2014		Title I - Materials & Supplies: \$7500.00 <hr/> ACTION BUDGET: \$7500
22 short throw projectors will be purchased. 22 Epson PowerLite Projectors at \$1200.00 per projector and installation for 22 classrooms will be purchased to enhance and supplement teaching and learning in an interactive classroom. The projectors will allow teachers to display lessons on the interactive whiteboard and also allow students to display work from the student's Chromebook. The use of projectors exceeds requirements for the classroom.	Wayne Guiltner	Start: 10/01/2014 End: 05/31/2014		Title I - Purchased Services: \$7250.00 Title I - Capital Outlay: \$26300.00 <hr/> ACTION BUDGET: \$33550
A charging cart will be purchased to move from classroom to classroom in	Wayne Guiltner	Start: 07/01/2014		Title I - Capital \$1600.00

order to charge the chrome books.		End: 05/31/2015		Outlay:  ACTION BUDGET: \$1600
The district will purchase seven aerehive wireless access points to increase wireless density in support of the one to one initiative.	Shaun Windsor	Start: 07/01/2014 End: 05/31/2015		Title I - Materials & \$3400.00 Supplies: Title I - Purchased \$850.00 Services:  ACTION BUDGET: \$4250
Using technology to support teaching and learning in the classroom. The school needs assessment and the schoolwide planning team indicated a need for increased internal connectivity. This increased connectivity will be above and beyond any suggested connectivity levels for schools. In an effort to allow all students to have increased internal connectivity, the school district will purchase and install HP Procurve switches to increase internal connectivity to enhance teaching and learning in the classroom. Research determines students need quality connectivity, speed, and interactive assignments to increase student performance. This system will allow for all three components. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shaun Windsor	Start: 07/01/2014 End: 06/30/2015	• Computers	Title I - Purchased \$20000.00 Services: Title I - Materials & \$8744.00 & Supplies: Title I - Capital \$20000.00 Outlay:  ACTION BUDGET: \$48744
Chrome books will be purchased to supplement the instruction in all classes. 36 Samsung Chromebooks will be purchased at 253.79 per Chromebook. The Chrome books will be used to enhance the learning for all students. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shaun Windsor	Start: 01/02/2015 End: 06/30/2015	• Computers	Title I - Materials & \$9136.53 Supplies:  ACTION BUDGET: \$9136.53
<b>Total Budget:</b>				<b>\$123080.53</b>

Intervention: The district will hire Kim Smith-Harber as an interventionist.

Scientific Based Research: Response to Intervention: A Research Review  
<http://www.rtinetwork.org/learn/research/researchreview>

Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION OF FUNDS: Kim Smith-Harber will be hired to serve as an interventionists (3) periods per day. The interventionist will be used to supplement instruction and help students succeed in their courses. FTE = 0.1905	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	NSLA (State-281) - \$2700.00 Employee Benefits: NSLA (State-281) - \$10054.00 Employee Salaries:  ACTION \$12754

				BUDGET:
Total Budget:				\$12754
Intervention: The alternative learning environment will continue to address the needs and support students who meet the requirements of the GOALS ALE program.				
Scientific Based Research: National Institute on Student Achievement, Curriculum, and Assessment (1999). Reducing Class Size, What Do We Know, 1-11. Janelle Young (2003). The Examination of Low Socioeconomic Students and Effective Educational Motivational Strategies, 1-5.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each year the administrative staff will evaluate the effectiveness of the ALE program and determine what, if any, changes that will occur. Several students have graduated from Salem High School that were enrolled in the alternative program. District personnel are pleased with the fact that these students overcame several obstacle to complete their high school education.	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The Salem District will provide an alternative learning environment for students that qualify under the guidelines provided by the Arkansas Department of Education. The school will consist of 15 or less students and 1 FTE teacher. Kim Smith-Harber (.57 FTE) is the director/teacher for the alternative school program. Cody Curtis (.43 FTE) is a teacher in the program. The alternative program will use of the Arkansas Virtual High School for some course offerings. In addition, the program will use APEX software as a supplement to teacher instruction. In order to qualify for the program, a student must be behind academically and have at least two additional situations that prevent them from succeeding in school. The goal of the program is to return the student to the regular classroom as soon as possible. If this is not possible, a student can graduate by obtaining all courses required for graduation while attending the Salem Alternative school. If it is not possible for a student to meet academic requirements to graduate, the alternative school will provide training for the GED exam. Students that return to the regular education setting are monitored closely by teachers, the counselor and the principal. This group will meet, if necessary, to provide support or re-visit academic progress goals for students that return to the regular educational setting. State categorical funding for ALE will not meet all funding needs to provide an ALE program for the district. Therefore, \$10,000 will be transferred from the NSLA fund to the Alternative Learning Environment fund and \$10,000 will be transferred into ALE from Professional Development funds. Kim Smith-Harber: ALE Director/Teacher (.57 FTE) Salary \$30,156.00; Benefits \$7,377.29 Cody Curtis: ALE Teacher (.43 FTE) Salary \$22,716.00; Benefits \$6,026.00 Materials & Supplies: \$10,292.00 Classroom Supplies, textbooks, teacher laptop, hard drive for laptop, 15 student desk, 20 student chairs, SAT online testing software, APEX Digital Learning Curriculum. Purchased Service: \$6,000.00 APEX License/Maintenance Program	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015		ALE (State-275) - \$6000.00 Purchased Services: ALE (State-275) - \$10292.00 & Supplies: ALE (State-275) - \$13403.29 Employee Benefits: ALE (State-275) - \$52872.00 Employee Salaries:  ACTION BUDGET: \$82567.29
Total Budget:				\$82567.29

Priority 2: To improve the math skills of all Salem High students.

1. In 2014, the instructional math team for the high school found that the data indicated that

open response numbers and operations for the seventh and eighth grade benchmark and open response language of algebra for the Algebra EOC and open response language of geometry for the Geometry EOC were the biggest areas of concern in math.

2. In 2014, 81% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 73% of socio economic deprived students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 33% of students with disabilities scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam. The lowest identified areas for combined population students were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. The lowest identified areas for socio economic deprived students were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. The lowest identified areas for students with disabilities were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. In 2014, 71% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 66% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 22% of students with disabilities scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. The lowest identified areas for the socio economic deprived students were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. The lowest identified areas students with disabilities were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. In 2014, 85% of combined students scored proficient or advanced on the Algebra End of Course Exam, 83% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 50% of students with disabilities scored proficient or advanced on the Algebra End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Algebra 35%, Solve Equations and Inequalities 39%, Linear Functions 53%, Non-Linear Functions 36%, Data Interpretation and Probability 55%, MC; Language of Algebra 72%, Solving Equations and Inequalities 76%, Linear Functions 78%, Data Interpretation and Probability 76%. The lowest identified areas for the socio-economic deprived students were: OR; Language of Algebra 25%, Solve Equations and Inequalities 38%, Linear Functions 50%, Non-Linear Functions 38%, Data Interpretation and Probability 50%, MC; Language of Algebra 67%, Solving Equations and Inequalities 75%, Linear Functions 75%, Data Interpretation and Probability 75%. The lowest identified areas for students with disabilities were: OR; Language of Algebra 13%, Solve Equations and Inequalities 13%, Linear Functions 38%, Non-Linear Functions 13%, Data Interpretation and Probability 38%, MC; Language of Algebra 50%, Solving Equations and Inequalities 58%, Linear Functions 58%, Data Interpretation and Probability 41%. In 2014, 78% of combined students scored proficient or advanced on the Geometry End of Course Exam, 76% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 17% of students with disabilities scored proficient or advanced on the Geometry End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. Coordinate Geometry and Transformations 31% MC; Language of Geometry 82%, Triangles 76%, Measurement 70%, Relationships between two and three Dimensions 79%, Coordinate Geometry and Transformations 66%. The lowest identified areas for the socio economic deprived students were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. Coordinate Geometry and Transformations 31% MC; Language of Geometry 82%, Triangles 76%, Measurement 70%, Relationships between two and three Dimensions 79%, Coordinate Geometry and Transformations 66%. The lowest identified areas for students with disabilities were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. Coordinate Geometry and Transformations 31% MC; Language of Geometry 82%, Triangles 76%, Measurement 70%, Relationships between two and three Dimensions 79%, Coordinate Geometry and Transformations 66%. In 2013, the combined seventh grade population scored in the 58 percentile in total math, students with low socio-economic status scored in the 55 percentile, students with disabilities scored in the 24 percentile. In 2011, the combined ninth grade population scored in the 64 percentile in total math, students with low socio-economic status scored in the 59 percentile, students with disabilities scored in the 24 percentile. Economically disadvantaged students scored in the 74 percentile on the math portion of the ITBS.
3. In 2013, 80% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 80% of socio economic deprived students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 43% of students with

Supporting  
Data:

disabilities scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam. The lowest identified areas for combined population students were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. The lowest identified areas for socio economic deprived students were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. The lowest identified areas for students with disabilities were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. In 2013, 72% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 68% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 0% of students with disabilities scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. The lowest identified areas for the socio economic deprived students were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. The lowest identified areas for students with disabilities were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. In 2013, 81% of combined students scored proficient or advanced on the Algebra End of Course Exam, 76% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 25% of students with disabilities scored proficient or advanced on the Algebra End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Algebra 35%, Solve Equations and Inequalities 39%, Linear Functions 53%, Non-Linear Functions 36%, Data Interpretation and Probability 55%, MC; Language of Algebra 72%, Solving Equations and Inequalities 76%, Linear Functions 78%, Data Interpretation and Probability 76%. The lowest identified areas for the socio-economic deprived students were: OR; Language of Algebra 25%, Solve Equations and Inequalities 38%, Linear Functions 50%, Non-Linear Functions 38%, Data Interpretation and Probability 50%, MC; Language of Algebra 67%, Solving Equations and Inequalities 75%, Linear Functions 75%, Data Interpretation and Probability 75%. The lowest identified areas for students with disabilities were: OR; Language of Algebra 13%, Solve Equations and Inequalities 13%, Linear Functions 38%, Non-Linear Functions 13%, Data Interpretation and Probability 38%, MC; Language of Algebra 50%, Solving Equations and Inequalities 58%, Linear Functions 58%, Data Interpretation and Probability 41%. In 2013, 82% of combined students scored proficient or advanced on the Geometry End of Course Exam, 79% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 33% of students with disabilities scored proficient or advanced on the Geometry End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. Coordinate Geometry and Transformations 31% MC; Language of Geometry 82%, Triangles 76%, Measurement 70%, Relationships between two and three Dimensions 79%, Coordinate Geometry and Transformations 66%. The lowest identified areas for the socio economic deprived students were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. 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In 2011, the combined ninth grade population scored in the 64 percentile in total math, students with low socio-economic status scored in the 59 percentile, students with disabilities scored in the 24 percentile. Economically disadvantaged students scored in the 74 percentile on the math portion of the ITBS.

4. In 2012, 76% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 69% of socio economic deprived students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 0% of students with disabilities scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam. The lowest identified areas for combined population students were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. The lowest identified areas for socio economic deprived students were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. The lowest identified

areas for students with disabilities were: OR; Numbers and Operations 41%, Algebra 38%, Geometry 35%, Measurement 71%, Data Analysis and Probability 36% MC; Algebra 57%. In 2012, 81% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 80% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 50% of students with disabilities scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. The lowest identified areas for the socio economic deprived students were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. The lowest identified areas students with disabilities were: OR; Number and Operations 43%, Algebra 44%, Geometry 59%, Measurement 31%, Data Analysis and Probability 48%, MC; Number and Operations 55%, Algebra 69%, Geometry 59%, Measurement 66%, Data Analysis and Probability 58%. In 2012, 91% of combined students scored proficient or advanced on the Algebra End of Course Exam, 90% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 67% of students with disabilities scored proficient or advanced on the Algebra End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Algebra 35%, Solve Equations and Inequalities 39%, Linear Functions 53%, Non-Linear Functions 36%, Data Interpretation and Probability 55%, MC; Language of Algebra 72%, Solving Equations and Inequalities 76%, Linear Functions 78%, Data Interpretation and Probability 76%. The lowest identified areas for the socio-economic deprived students were: OR; Language of Algebra 25%, Solve Equations and Inequalities 38%, Linear Functions 50%, Non-Linear Functions 38%, Data Interpretation and Probability 50%, MC; Language of Algebra 67%, Solving Equations and Inequalities 75%, Linear Functions 75%, Data Interpretation and Probability 75%. The lowest identified areas for students with disabilities were: OR; Language of Algebra 13%, Solve Equations and Inequalities 13%, Linear Functions 38%, Non-Linear Functions 13%, Data Interpretation and Probability 38%, MC; Language of Algebra 50%, Solving Equations and Inequalities 58%, Linear Functions 58%, Data Interpretation and Probability 41%. In 2012, 84% of combined students scored proficient or advanced on the Geometry End of Course Exam, 78% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 0% of students with disabilities scored proficient or advanced on the Geometry End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. Coordinate Geometry and Transformations 31% MC; Language of Geometry 82%, Triangles 76%, Measurement 70%, Relationships between two and three Dimensions 79%, Coordinate Geometry and Transformations 66%. The lowest identified areas for the socio economic deprived students were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. Coordinate Geometry and Transformations 31% MC; Language of Geometry 82%, Triangles 76%, Measurement 70%, Relationships between two and three Dimensions 79%, Coordinate Geometry and Transformations 66%. The lowest identified areas for students with disabilities were: OR; Language of Geometry 34%, Triangles 30%, Measurement 39%, Relationships between two and three Dimensions 54%. Coordinate Geometry and Transformations 31% MC; Language of Geometry 82%, Triangles 76%, Measurement 70%, Relationships between two and three Dimensions 79%, Coordinate Geometry and Transformations 66%. In 2012, the combined seventh grade population scored in the 58 percentile in total math, students with low socio-economic status scored in the 55 percentile, students with disabilities scored in the 24 percentile. In 2011, the combined ninth grade population scored in the 64 percentile in total math, students with low socio-economic status scored in the 59 percentile, students with disabilities scored in the 24 percentile. Economically disadvantaged students scored in the 74 percentile on the math portion of the ITBS.

5. Students have scored an average of 19.7 in mathematics on the ACT exam during the 2012, 2013, and 2014 school years.
6. The 2013 Arkansas Annual Measurable Objectives Report lists the Salem High School graduation rate (98.15) as meeting the state standard.

Goal To improve students' mathematics problem-solving skills and ability to respond to open-response items. Focus areas will be measurement, number sense/operations, and open response questions.

Benchmark To meet the state Annual Measurable Objectives (AMO) requirements annually.

Intervention: Align math curriculum to the common core state standards.				
Scientific Based Research: Dr. Heidi Hayes Jacobs: Getting Results with Curriculum Mapping. (2004) p. 1-181				
Actions	Person Responsible	Timeline	Resources	Source of Funds



PROFESSIONAL DEVELOPMENT: Training in the curriculum mapping and alignment process. Action Type: Alignment Action Type: Professional Development	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
ALIGNMENT: Generate a common, grade-level specific curriculum. Action Type: Alignment	Ted Kerley, Math Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT: Special education teachers will meet with classroom teachers to align the math curriculum and ensure that proper modifications are being made in the regular class. Action Type: Alignment Action Type: Equity Action Type: Special Education	Johnny Smith, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
ALIGNMENT: Teachers will meet in multi-level department meetings. Aligning the curriculum throughout grade levels will be the focus. Action Type: Alignment Action Type: Collaboration	Ted Kerley, Math Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers and administration will conduct a yearly review of alignment process to determine its effectiveness. Information from the state mandated criterion referenced exams will be used to check the effectiveness of the alignment. Students performed very well on the criterion referenced exams. 7th Grade math-81%, 8th grade math-71%, Algebra I-85%, Geometry-78%. On a recent survey, 100% of teachers said that the math curriculum is aligned to the state frameworks. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Additional calculators will be purchased to supplement the instruction in math classes. 20 TI-84 calculators will be purchased. Students may check out the calculators and bring them home to help complete homework. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	Title VI State - Materials \$2400.00 & Supplies:  ACTION BUDGET: \$2400
Total Budget:				\$2400

Intervention: Reduce class size in mathematics.

Scientific Based Research: Kiger, Derick M. Class Size Reduction: A Facilitator of Instructional Program Coherence, pg 1-43. Volume 7, Number 4 December, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: Salem teachers and administration will conduct a yearly review of the ACSIP plan to determine its effectiveness. Seventh and eighth grade math benchmark results will be used to determine the effectiveness of class reduction. 81% of 7th grade students	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>were proficient or advanced on the benchmark, 71% of 8th grade students were proficient or advanced on the benchmark. Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>COORDINATION OF FUNDS: Title I and Class size reduction will be used to reduce the size of Math classes.</p> <p>Action Type: Collaboration</p>	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>RECRUITING AND MAINTAINING OF HIGHLY QUALIFIED TEACHERS: All teachers are highly qualified. Newspapers, on-line postings and various media will be used to attract highly qualified teachers.</p> <p>Action Type: Title I Schoolwide</p>	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To incorporate open response questions in the curriculum.

Scientific Based Research: Reeves, Doug. 2004. Accountability in Action, pg 185-208.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will use open response questions in all classes.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>PARENTAL INVOLVEMENT: Parents will be informed about instruction methods and testing procedures during the annual public meeting, parent conferences, and newsletters.</p> <p>Action Type: Parental Engagement</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>COLLABORATION: Teachers will review students' writing to evaluate the effectiveness of incorporating open response questions into each class. Teachers and administrators will examine ACTAAP results to evaluate the efforts made to improve performance on open response times on the ACTAAP exams. On a rating scale of 1 to 5, teachers rated this intervention 3.53.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: An academic improvement plan will be written for students that do not score proficient for above on the ACTAAP exams. The focus of the plan will be to improve student performance on open response questions.</p> <p>Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve mathematics curriculum by teaching all Smart Core math classes as a fourth year math including Algebra III, Advanced Topics and Modeling in Mathematics, College Algebra, and College Trigonometry);

Scientific Based Research: High School Curriculum Vol.1, No. 1, August-September 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ALIGNMENT: Continue to offer Pre-AP Pre-Calculus/Trigonometry and add</p>	Wayne Guiltner,	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

Algebra III and Advanced Topics and Modeling in Mathematics.	Principal	End: 06/30/2015	• Teachers	
ALIGNMENT: Through a cooperative agreement with Ozarka College -- Continue to offer College Algebra as a fourth year course on the Salem campus. Action Type: Collaboration	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers	ACTION BUDGET: \$
COLLABORATION: The administration and math staff will evaluate the effectiveness of the fourth year math offerings by evaluating ACT results, student grades, and teacher observation. The average math ACT score for the 2014-2015 school year was above the state average at 19.9. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: \$
Salem schools will purchase one ACT exam through the VUAA for each junior. Data from the exam will be used to enhance the learning in classrooms. Students will take the exam in March through April. Action Type: Alignment Action Type: Collaboration	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • District Staff • Teachers	NSLA (State-281) - \$2800.00 Purchased Services:  ACTION BUDGET: \$2800
An ACT Prep class will be offered to students in an effort to help students prepare for the ACT.	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$2800

Intervention: Provide study skills classes for students in the 7th grade.

Scientific Based Research: Contributions of Study Skills to Academic Competence. Gettinger, Maribeth, Seibert. School Psychology Review, 02796015, 2002, Vol. 31, Issue 3.

Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Study skills classes will be used in the 7th grade to provide additional practice in English and Math. 39 students will be involved in study skills classes which are not required. Students will receive supplemental instruction in Math and English. On a rating scale of 1 to 5, teachers rated this intervention 3.5. Action Type: AIP/IRI Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	• Computers • Performance Assessments • Teachers	ACTION BUDGET: \$
COLLABORATION: Teachers and Administrators will evaluate the productivity of study skills classes by reviewing student progress. Teachers and Administrators will evaluate the seventh grade state criterion referenced test. Seventh grade students were 81% proficient or advanced on the math portion of the benchmark. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	• Performance Assessments • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Step Up to Writing

Scientific Based Research: Vaughn, Gersten, and Chard (2000). How Step Up to Writing Supports the Underlying Message in LD Intervention Research: Findings from Research Synthesis. The Council for Exceptional Children, 99-114.

Actions	Person	Timeline	Resources	Source of
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	Responsible			Funds
ALIGNMENT: The Step Up to Writing Program will continue to be used in grades 7-12 to provide a consistent guide for writing instruction. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
ALIGNMENT: Purchase materials and supplies necessary to continue use of the Step Up to Writing Program.	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers and Administrators will closely monitor the effectiveness of the Step Up to Writing program. ACTAAP results will be used to measure effectiveness. On a rating scale of 1 to 5, teachers rated this intervention 4. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Tutoring Program.

Scientific Based Research: Gil G. Norm (2004). After School Education: A New Ally for Education Reform, 1-3.

Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION OF FUNDS: Teachers will provide ACT tutoring and preparation for students. The tutoring will be provided to enhance student learning in the four areas tested under the ACT. The program will be called Salem ACT Academy. Teachers will be payed \$30.00 per hour. On a rating scale of 1 to 5, teachers rated this intervention 3.7.	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	NSLA (State-281) - \$1660.00 Employee Benefits: NSLA (State-281) - \$7200.00 Employee Salaries:  ACTION BUDGET: \$8860
POINT-IN-TIME REMEDIATION: The instruction provided to the student will include interactions with the teacher and with computer software. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: At the end of each school year, the tutoring program will be evaluated by the staff to determine strengths and weaknesses, and to recommend any changes. Teachers and Administrators will evaluate students who have been in after school tutoring by comparing their ACTAAP results from one year to the next. Students in tutoring improved their average math benchmark score 94.23 points and nine students moved from basic to proficient. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Buckledown booklets will be purchased to enhance the learning of the CCSS. The booklets will be used to supplement the instruction. Action Type: Collaboration	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	Title VI State - Materials \$5000.00 & Supplies:  ACTION \$5000

				BUDGET:
Total Budget:				\$13860
Intervention: Professional Development				
Scientific Based Research: Lindstrom, P.H. and Speck, M. (2004). The Principal as Professional Development Leader. Corwin Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: The teachers and principal will obtain 60 hours of professional development. Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: The teachers and principal will obtain 6 hours of technology professional development. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers will obtain 2 hours of Parental Involvement professional development. The principal will obtain 3 hours of Parental Involvement professional development. Both will obtain the required amount of PD for parental involvement when it is required by state law. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers who teach Arkansas History will obtain 2 hours of professional development in Arkansas History when it is required by state law. Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Administrator will monitor teachers' professional development hours. Administrators and teachers will evaluate the plan each year based on state standards. All teachers have completed the state requirements for the 2014-2015 school year. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will provide professional development with one another. Teachers will provide the training over Common Core State Standards and the PARCC assessments. The training will be in addition to the 60 required PD hours. Teachers will be paid \$30 per hour.	Wayne Guiltner	Start: 10/01/2014 End: 01/31/2014		Title VI State - Employee Salaries: \$2520.00 Title VI State - Employee Benefits: \$615.88 Title I - Employee Salaries: \$0.00 Title I - Employee Benefits: \$0.00 <hr/> ACTION \$3135.88

					BUDGET:
Total Budget:					\$3135.88
Intervention: The high school will continue to use Study Island software in the high school.					
Scientific Based Research: Study Island Scientific Research Base. 2008. Jennifer Watts. Magnolia Consulting, LLC.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Students will continue to use study island in 7th and 8th grade, algebra, geometry, biology, AP Biology, AP U.S. History, AP Literature, AP Calculus AB, and ACT. Study Island will be used in all grades to supplement the instruction. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Purchased \$4000.00 Services:  ACTION BUDGET: \$4000	
Students will be able to access study island from their home computer internet access. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Collaboration: Teachers and administrators will review criterion reference tests to evaluate the effectiveness of study island as a benchmark review. On a scale of 1 to 5, teachers rated this intervention 3.6. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Total Budget:					\$4000

Priority 3: To improve the health and wellness of all Salem High Students.

Supporting Data:

- 2012-2013 School Health Index: High School: Module 1 - 92% Module 2 - 96% Module 3 - 89% Module 4 - 88% Module 8 - 56% Free and Reduced Price Meal Eligibility SY 12-13: High School -42% paid, 13% reduced, 45% free. Migrant 11-12: 0 Homeless 11-12: 3 2012-2013 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 8th, 10th, and 12th grade students meets or exceeds the state averages. In 2012-2013, 92 8th and 10th grade students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or obese: High School: Males-45.1% Females-41.5%;
- 2011-2012 School Health Index: High School: Module 1 - 92% Module 2 - 95% Module 3 - 88% Module 4 - 87% Module 8 - 65% Free and Reduced Price Meal Eligibility SY 10-11: High School -37% paid, 9% reduced, 54% free. Migrant 11-12: 0 Homeless 11-12: 2 2010-2011 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 8th, 10th, and 12th grade students meets or exceeds the state averages. In 2010-2011, 86% 8th and 10th grade students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or obese: High School: Males-52.1% Females-42.6%;
- 2010-2011 School Health Index: High School: Module 1 - 94% Module 2 - 96% Module 3 - 89% Module 4 - 86% Module 8 - 56% Free and Reduced Price Meal Eligibility SY 09-10: High School -40% paid, 10% reduced, 50% free. Migrant 10-11: 0 Homeless 10-11: 1 2009-2010 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 8th, 10th, and 12th grade students meets or exceeds the state averages. In 2009-2010, 92 8th and 10th grade students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or obese: High School: Males-55.2% Females-30.8%;

Goal The district will provide educational opportunities for students in making healthy lifestyle choices by implementing activities to aid in decreasing the average BMI on the annual student screening.

Benchmark By the 2014-2015 school year, there will be a decrease of the average BMI for students in the Salem School District as evaluated by the 2013-2014 results of the annual BMI screening.

Intervention: Salem Schools will provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food choices and educate them concerning life-long physical activities which will result in higher academic achievement and a healthier life. On a rating scale of 1 to 5, teachers rated this intervention 4.3.

Scientific Based Research: Moag-Stahlberg, Alicia. The Learning Connection: Better Health, Better Performance. Our Children, The National PTA's Magazine, pg. 1-3. (10/1/2006). Pediatrics, Vol. 105 No. 5, pp. 1156-1157. 2000. Physical Fitness and Activity in Schools. American Academy of Pediatrics.

Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS: Salem Schools will support staff members in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside of school. Action Type: Wellness	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
WELLNESS: The Salem School District will promote and support a curriculum emphasizing healthy living and physical activity. The curriculum will be aligned with the Arkansas Health Frameworks. Action Type: Title I Schoolwide Action Type: Wellness	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
WELLNESS: The Salem School District will involve parents in physical activity and nutrition education through homework activities, school menus, and parent meetings. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Wayne Guiltner, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
WELLNESS: The Salem School District will support the computer-based system for student meal accounts. Every effort will be made to inform parents of the free and reduced lunch application process and the private lunch account process to ensure student privacy. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Martha Wood	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
WELLNESS: Salem Schools will support the cafeterias in order to offer students healthy food choices each day. Students will also be offered a variety of low fat and skim milk with each meal. Action Type: Title I Schoolwide Action Type: Wellness	Martha Wood	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
WELLNESS: Salem Schools will assist the Wellness Committee as the committee evaluates the effectiveness of the Wellness Plan each school year. Changes in the plan will be made accordingly. Action Type: Wellness	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Administrative Support for Wellness. On a rating scale of 1 to 5, teachers rated this intervention 4.3.

Scientific Based Research: Pediatrics, Vol. 117 No. 5: pp. 1834-1842. 2006. Active Healthy Living: Prevention of Childhood Obesity Through Increased Physical Activity. Journal of the American Dietetic Association, 103(7): 887-93. 2003. Position of the American Dietetic Association: Child and Adolescent Food and Nutrition Program. J. Stand, C.T. Bayerl.

Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS: The Salem School District has developed district wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five federal requirements: Goals for nutrition	Ken Rich	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. Action Type: Collaboration Action Type: Wellness				
WELLNESS: Salem Schools will facilitate the alignment and implementation of the Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Opportunities for grade level meetings and curriculum meetings will be given to review framework changes and any changes in the health curriculum. Action Type: Professional Development Action Type: Wellness	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
WELLNESS: Staff development regarding physical fitness and nutrition will be held for all district teachers. Action Type: Professional Development Action Type: Wellness	Melinda Coffman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
WELLNESS: The Nutrition and Physical Activity Committee will regularly monitor the goals of the wellness plan and evaluate the effectiveness of the interventions in place by reviewing data results from the School Health Index, the BMI, and the Youth Risk Survey. Action Type: Collaboration Action Type: Wellness	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Johnny Smith		High School Math
	Trevor Falco	Student	Title I Advisory Committee
Classroom Teacher	Alanna Russell		Literacy
Classroom Teacher	Alanna Russell		Literacy
Classroom Teacher	Amanda Himschoot		High School Literacy
Classroom Teacher	April Tyree		High School Literacy
Classroom Teacher	Cody Curtis		High School Literacy
Classroom Teacher	Crystal Newberry		Math
Classroom Teacher	Eileen McCord		High School Literacy
Classroom Teacher	Jan Brown		Literacy Committee
Classroom Teacher	Johnny Smith		High School Math
Classroom Teacher	Josh Watson		High School Literacy
Classroom Teacher	JW Blevins		High School Literacy
Classroom Teacher	Kim Smith-Harber	ALE Director	High School Literacy
Classroom Teacher	Mike Cole		High School Literacy
Classroom Teacher	Patricia Dailey		High School Literacy
Classroom Teacher	Rachel Foster		High School Literacy
Classroom Teacher	Rhonda Huddleston		High School Literacy
Classroom Teacher	Rob Long		High School Literacy
Classroom Teacher	Scott Faulkner		High School Literacy
Classroom Teacher	Seth Brazeal		High School Math
Classroom Teacher	Stu Smart	High School Math	Title I Advisory Committee
Classroom Teacher	Stu Smart		High School Math



Classroom Teacher	Ted Kerley	Math Teacher	High School Math
Classroom Teacher	Ted Kerley		Title I Advisory Committee
Classroom Teacher	Tesa Nelson		High School Literacy
Classroom Teacher	Wendall Smith		High School Literacy
Classroom Teacher	Wes James	Teacher	High School Math
Community Representative	Jason Miller	Parent	Title I Advisory Committee
Community Representative	Lucinda Bishop	Parent	Title I Advisory Committee
Non-Classroom Professional Staff	Amanda Hammock		High School Literacy
Non-Classroom Professional Staff	Brandi Sanderson	School Nurse	Title I Advisory Committee
Non-Classroom Professional Staff	Karen Guildoo	High School Counselor	High School Literacy
Non-Classroom Professional Staff	Ken Rich	Superintendent	Title I Advisory Committee
Non-Classroom Professional Staff	Shaun Windsor	Technology Coordinator	Title I Advisory Committee
Parent	Angela Bassham		Literacy
Parent	Angela Bassham		High School Literacy
Parent	Billy Jarrett	Parent	Title I Advisory Committee
Parent	Christy Guffey	Parent	Title I Advisory Committee
Parent	Dana Johns		High School Math
Parent	Lena Smith		High School Literacy
Parent	Luke Barker		High School Literacy
Principal	Corey Johnson		Title I Advisory Committee
Principal	Wayne Guiltner		Title I Advisory Committee