

Salem School District Improvement Plan 2023-2024

It is the mission of Salem Schools to educate all students by providing a challenging curriculum that promotes higher-order thinking skills, technology integration, and problem-solving through relevant and engaging activities. We will provide the experiences necessary for all students to become college, career, and community ready.

Schoolwide Goals:

- Goal 1: To provide quality instruction that allows the students at Salem School to excel when compared to students at the state and national levels.
- Goal 2: To provide all necessary resources and support to ensure quality instruction by quality teachers and staff members.
- Goal 3: To establish quality relations with Salem families and community members so that they are engaged in the educational processes of the children in this community and district.

Plan: What are we going to do?	Do: Who will make sure we do what we said we would do? When will we do it?	Check: How will we know we met our expectations?
<ul style="list-style-type: none"> ● Each year, the district leadership team will break down the school data and compare it to areawide schools. It will also compare data horizontally to measure student growth from one grade level to another. 	<p>The superintendent, building principals, and the federal programs coordinator will disaggregate data each summer as soon as the ACT Aspire results have been released.</p>	<p>The results will be compared to previous years data and rankings.</p>
<ul style="list-style-type: none"> ● Each year, district fund resources will be dedicated to support instruction, staff, and achievement. 	<p>The superintendent and the school board will develop and approve the yearly budget by October 1 each school year.</p>	<p>The financial health of the district in relation to the year-end budget numbers are evaluated each year.</p>
<ul style="list-style-type: none"> ● The district will include community 	<p>The superintendent, building principals, and</p>	<p>The superintendent or his designee will</p>

<p>organizations to help the school improvement process. Community organizations such as the Fulton County Extension Office, local banks, the Electric Cooperative, local churches, and the Fulton County Health office are examples of partnerships that will be contacted to help implement a school improvement plan that engages community organizations.</p>	<p>federal programs coordinator will act as liaisons for the community to support communication between the organizations and the district.</p>	<p>organize meetings between the community and the district and determine if each stakeholder is addressed in the school improvement process.</p>

Literacy Plan

Curriculum Program:

Professional Development to Support: The District will provide annual professional development to all appropriate staff that is aligned with the literacy needs of each school building, and that is based upon the Science of Reading. The professional development will also meet any additional requirements of ACT 83. The district is aware of the requirements of ACT 1082, but it does not meet those parameters at this time.

The District will:

- Screen all K-2 students for reading difficulties (Act 1268 dyslexia requirements)
 1. Phonological and phonemic awareness
 2. Sound symbol recognition
 3. Alphabet knowledge
 4. Decoding skills
 5. Rapid naming
 6. Encoding skills

→ Screen all 3-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)

Phonological and phonemic awareness

Sound symbol recognition

Alphabet knowledge

Decoding skills

Rapid naming

Encoding skills

→ Screen all 7-8 struggling readers for reading difficulties (Act 1268 dyslexia requirements)

1. Phonological and phonemic awareness

2. Sound symbol recognition

3. Alphabet knowledge

4. Decoding skills

5. Rapid naming

6. Encoding skills

Dyslexia Program

→ During the 2019-2020 school year, Salem Public School District used the evidenced-based Phonics First Program in small group intervention to address the deficit areas of students identified as exhibiting the characteristics of dyslexia.

→ 50 students received literacy interventions.

→ During the 2019-2020 school year, 14 students attending Salem Public School District received dyslexia intervention services three times per week from a trained dyslexia interventionist.

→ 50 students were identified during the 2019-2020 school year, 14 students attending Salem Public School District were identified as exhibiting the characteristics of dyslexia. 1 student completed the program. 7 students were tested and five did not qualify.

→ The district will be using Phonics First during the 2020-2021 school year.

Schoolwide Assessments;

1st quarter (date): K-2 Screening; Star Assessment 1; ACT Aspire Interim 1

2nd quarter (date): Star Assessment 2; ACT Aspire Interim 2

3rd quarter (date): Star Assessment 3; ACT Aspire Interim 3

4th quarter (date): Star Assessment 4; 11th Grade ACT; 3rd-10th ACT Aspire

Salem Elementary School Improvement Plan

Points of Emphasis	Building Level Actions	District Level Support Requested
Academics <ul style="list-style-type: none"> State required assessments 	<ul style="list-style-type: none"> Administer Star Reading test at the beginning of each school year and once per quarter. ACT Aspire interim assessments will be given at least three times. 	<ul style="list-style-type: none"> Continue to purchase the necessary assessments for data collection
Teacher Recruitment <ul style="list-style-type: none"> Recruit the best teachers for our students Provide appropriate training each year. 	<ul style="list-style-type: none"> Continue to pursue positive, licensed personnel that put student success first. Continue to offer a competitive salary schedule. Provide the appropriate required training per year 	<ul style="list-style-type: none"> Provide professional development opportunities to address the needs of individual teachers Continue to offer a competitive salary schedule
Student Support <ul style="list-style-type: none"> Unfinished Learning Effective Technology (students and families) 	<ul style="list-style-type: none"> Offer after school tutoring Offer reading boot camp in the summer Provide the necessary technology for students and families 	<ul style="list-style-type: none"> Provide the finances to support each of the building level actions
Stakeholder Communication and Family/Community Engagement <ul style="list-style-type: none"> Active Engagement Plan 	<ul style="list-style-type: none"> Include parents and stakeholders in the family/community engagement plan 	<ul style="list-style-type: none"> Access to communication platforms such as school messenger, social media, radio ads, etc...
Literacy Data	2022 <ul style="list-style-type: none"> 3rd Grade tested 57 Students 3rd Grade English: Readiness Benchmark - 63.2%, Exceeding - 40.4%, Ready - 22.8%, Close – 35.1%, In Need of Support – 1.8% 3rd Grade Reading: Readiness Benchmark – 22.8%, Exceeding – 8.8%, Ready – 14%, Close – 26.3%, In Need of Support – 50.9% 	

- 3rd Grade Writing:
- 3rd Grade ELA: Readiness Benchmark – 28.1%, Exceeding – 12.3%, Ready – 15.8%, Close – 19.3%, In Need of Support – 52.6%
- 4th Grade tested 55 Students
- 4th Grade English: Readiness Benchmark- 70.9%, Exceeding- 41.8%, Ready 29.1%, Close- 25.5%, In Need of Support- 3.6%
- 4th Grade Reading: Readiness Benchmark- 41.8%, Exceeding 9.1 %, Ready- 32.7%, Close- 27.3%, In Need of Support- 30.9%
- 4th Writing:
- 4th Grade ELA: Readiness Benchmark- 47.3%, Exceeding- 20%, Ready- 27.3%, Close- 14.5%, In Need of Support- 38.2%
- 5th Grade tested 61 Students
- 5th Grade English: Readiness Benchmark – 83.6%, Exceeding – 52.5%, Ready – 31.1%, Close – 9.8%, In Need of Support – 6.6%
- 5th Grade Reading: Readiness Benchmark- 50.8%, Exceeding – 27.9%, Ready – 23%, Close – 23%, In Need of Support – 26.2%
- 5th Grade Writing:
- 5th Grade ELA: Readiness Benchmark – 68.9%, Exceeding – 45.9%, Ready – 23%, Close – 13.1%, In Need of Support – 18%
- 6th Grade tested 68 Students
- 6th Grade English: Readiness Benchmark- 89.7%, Exceeding- 66.2%, Ready 23.5%, Close- 8.8%, In Need of Support- 1.5%
- 6th Grade Reading: Readiness Benchmark- 67.6%, Exceeding- 39.7 %, Ready- 27.9%, Close- 13.2%, In Need of Support- 19.1%
- 6th Writing
- 6th Grade ELA: Readiness Benchmark- 70.6%, Exceeding- 35.3%, Ready- 35.3%, Close- 13.2%, In Need of Support- 16.2%

Math Data

2022

- 3rd Grade tested 57 Students
- 3rd Grade Readiness Benchmark- 38.6%, Exceeding- 10.5%, Ready- 28.1%, Close- 43.9%, In Need of Support 17.5%
- 4th Grade tested 55 Students
- 4rd Grade Readiness Benchmark- 50.9%, Exceeding- 12.7%, Ready- 38.2%, Close- 38.2%, In Need of Support 10.9%
- 5th Grade tested 61 Students
- 5rd Grade Readiness Benchmark- 55.7%, Exceeding- 21.3%, Ready- 34.4%, Close- 34.4%, In Need of Support 9.8%
- 6th Grade tested 68 Students
- 6th Grade Readiness Benchmark- 72.1%, Exceeding- 32.4%, Ready- 39.7%, Close- 22.1%, In Need of Support 5.9%

Science Data	2022 <ul style="list-style-type: none"> • 3rd Grade tested 57 Students • 3rd Grade Readiness Benchmark- 17.5%, Exceeding- 12.3%, Ready- 5.3%, Close- 29.8%, In Need of Support 52.6% • 3rd STEM Met Readiness Benchmark- 7% • 4th Grade tested 55 Students • 4rd Grade Readiness Benchmark- 47.3%, Exceeding- 20%, Ready- 27.3%, Close- 23.6%, In Need of Support 29.1% • 4th STEM Met Readiness Benchmark- 25.5% • 5th Grade tested 61 Students • 5rd Grade Readiness Benchmark- 52.5%, Exceeding- 19.7%, Ready- 32.8%, Close- 26.2%, In Need of Support 21.3% • 5th STEM Met Readiness Benchmark- 23% • 6th Grade tested 68 Students • 6th Grade Readiness Benchmark- 69.1%, Exceeding- 25%, Ready- 44.1%, Close- 11.8%, In Need of Support 19.1% • 6th STEM Met Readiness Benchmark- 26.5% 	
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Salem High School Improvement Plan

Points of Emphasis	Building Level Actions	District Level Support Requested
Academics <ul style="list-style-type: none"> • Diagnostic assessments 	<ul style="list-style-type: none"> • Administer Star Reading test at the beginning of each school year and once per quarter. • ACT Aspire interim assessments will be given at least three times. 	<ul style="list-style-type: none"> • Continue to purchase the necessary assessments for data collection
Teacher Recruitment <ul style="list-style-type: none"> • Recruit the best teachers 	<ul style="list-style-type: none"> • Continue to pursue positive, licensed personnel that put student success first. 	<ul style="list-style-type: none"> • Provide professional development opportunities to address the needs of

<p>for our students</p> <ul style="list-style-type: none"> ● Provide appropriate training each year. 	<ul style="list-style-type: none"> ● Continue to offer a competitive salary schedule. ● Provide the appropriate required training per year 	<p>individual teachers</p> <ul style="list-style-type: none"> ● Continue to offer a competitive salary schedule
<p>Student Support</p> <ul style="list-style-type: none"> ● Unfinished Learning ● Effective Technology (students and families) 	<ul style="list-style-type: none"> ● Offer after school tutoring ● Offer ACT Academy in the summer ● Offer reading bootcamp in the summer ● Offer summer school for credit recovery ● Provide the necessary technology for students and families 	<ul style="list-style-type: none"> ● Provide the finances to support each of the building level actions
<p>Stakeholder Communication and Family/Community Engagement</p> <ul style="list-style-type: none"> ● Active Engagement Plan 	<ul style="list-style-type: none"> ● Include parents and stakeholders in the family/community engagement plan 	<ul style="list-style-type: none"> ● Access to communication platforms such as school messenger, social media, radio ads, etc...
<p>Literacy Data</p>	<p>2022</p> <ul style="list-style-type: none"> ● 7th grade tested 70 students ● 7th grade English: Readiness Benchmark- 61% Exceeding, 23% Ready, 11% Close, 4% In Need of Support ● 7th grade Reading: Readiness Benchmark- 10% Exceeding, 41% Ready, 19% Close, 30% In Need of Support ● 8th grade tested 77 students ● 8th grade English: Readiness Benchmark- 58% Exceeding, 22% Ready, 14% Close, 5% In Need of Support ● 8th grade Reading: Readiness Benchmark- 30% Exceeding, 35% Ready, 17% Close, 18% In Need of Support ● 9th grade tested 63 students ● 9th grade English: Readiness Benchmark- 48% Exceeding, 16% Ready, 24% Close, 13% In Need of Support ● 9th grade Reading: Readiness Benchmark- 22% Exceeding, 38% Ready, 22% Close, 	

	<p>17% In Need of Support</p> <ul style="list-style-type: none"> • 10th grade tested 65 students • 10th grade English: Readiness Benchmark- 37% Exceeding, 26% Ready, 20% Close, 17% In Need of Support • 10th grade Reading: Readiness Benchmark- 9% Exceeding, 25% Ready, 25% Close, 42% In Need of Support 	
Math Data	<p>2022</p> <ul style="list-style-type: none"> • 7th grade tested 70 students • 7th grade math: Readiness Benchmark- 29% Exceeding, 24% Ready, 30% Close, 17% In Need of Support • 8th grade tested 77 students • 8th grade math: Readiness Benchmark- 30% Exceeding, 12% Ready, 32% Close, 26% In Need of Support • 9th grade tested 63 students • 9th grade math: Readiness Benchmark- 38% Exceeding, 21% Ready, 16% Close, 25% In Need of Support • 10th grade tested 65 students • 10th grade math: Readiness Benchmark- 11% Exceeding, 14% Ready, 23% Close, 52% In Need of Support 	
Science Data	<p>2022</p> <ul style="list-style-type: none"> • 7th grade tested 70 students • 7th grade Science: Readiness Benchmark- 29% Exceeding, 19% Ready, 23% Close, 30% In Need of Support • 8th grade tested 77 students • 8th grade Science: Readiness Benchmark- 26% Exceeding, 27% Ready, 21% Close, 26% In Need of Support • 9th grade tested 63 students • 9th grade Science: Readiness Benchmark- 25% Exceeding, 24% Ready, 29% Close, 	

22% In Need of Support

- 10th grade tested 65 students
- 10th grade Science: Readiness Benchmark-
15% Exceeding, 18% Ready, 22% Close,
45% In Need of Support