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2013-2014 ARCHIVE

School Plan

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SALEM HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

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.

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

1. In 2013, 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 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.

3. 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 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.
4. In 2011, 63% 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 2011 69% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 65% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 0% 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 2011, 89% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 90% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade

Supporting
Data:

Benchmark, 67% 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 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 2011, 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 Stanford 10.

5. Students have scored an average of 18.9 on the ACT exam in English and a 20 in reading during the 2011, 2012, and 2013 school years.
6. The 2013 Arkansas Annual Measurable Objectives Report list 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 Arkansas Frameworks and 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers and administration will conduct a yearly evaluation to determine effectiveness of mapping process. The state criterion referenced test will be used 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	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Total Budget:				\$0
Intervention: Continue To Use Accelerated Reader Program				
Scientific Based Research: Renaissance Learning, Inc., March 2002, Summary of Research. p. 1-56.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Outside Consultants 	<hr/> ACTION BUDGET: \$ <hr/>
COLLABORATION: The accelerated reading program and Star Reading will be renewed. Destiny will also be renewed. Action Type: Collaboration Action Type: Technology Inclusion	Kim Smith-Harber, Literacy Teacher-Sharon Blevins, Librarian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	Title I - Purchased \$5000.00 Services: <hr/> ACTION BUDGET: \$5000
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will use the Accelerated Reader program to assess student reading comprehension. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Racheal Foster, Literacy Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers School Library Teachers 	<hr/> ACTION BUDGET: \$ <hr/>
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. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$ <hr/>
Technology supplies will be purchased along with toner to support educational programs within the high school. Printer and projector parts will also be purchased as well as computer components. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers 	NSLA (State-281) - Materials & Supplies: \$6500.00 <hr/> ACTION BUDGET: \$6500
Coordination of Funds: Library books will be purchased to support the Accelerated Reader program in the high school. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kim Smith-Harber	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials & Supplies: \$12000.00 <hr/> ACTION BUDGET: \$12000

The district will purchase ethernet switches to increase network capacity for wireless networking and devices. Action Type: Collaboration Action Type: Technology Inclusion	Shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff 	ACTION BUDGET: \$
The district will use the new wireless network solution and installation to accomodate the rising needs of wireless devices. Action Type: Collaboration Action Type: Technology Inclusion	Shaun Windsor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	ACTION BUDGET: \$
Total Budget:				\$23500

Intervention: Reduce class size in English.

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: 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
RECRUITING AND MAINTAINING OF HIGHLY QUALIFIED TEACHERS: All teachers will be highly qualified during the 2013-2014 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$
The grade level placement of CSR (classroom size reduction) teacher 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. In the seventh grade, one period of English is above the required sections (April Tyree from 20 to 15) FTE =0.1429. In the eighth grade, one period of English is above the required amount of sections (Rachael Foster from 23 to 17) FTE = 0.1429. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	NSLA (State-281) - \$2810.00 Employee Benefits: NSLA (State-281) - \$12471.00 Employee Salaries: <hr/> ACTION BUDGET: \$15281

Total Budget:				\$15281
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
<p>Collaboration: A before and after school program will be offered to eligible students on Monday through Thursday of each week. Students will receive small group instruction in various areas of literacy based upon teacher recommendation and student-parent concern. Tutoring will be offered. Each 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.</p> <p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Employee \$20000.00 Salaries: Title I - Employee \$4328.21 Benefits: <hr/> ACTION BUDGET: \$24328.21
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: The instruction provided to the student will include interactions with the highly qualified teacher and with computer software.</p> <p>Action Type: Technology Inclusion</p>	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$24328.21

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
<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>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</p>	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

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				
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	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. 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. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	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. 81% 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
ALIGNMENT: Purchase materials and supplies necessary to continue the use of the Step Up to Writing Program.	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
COLLABORATION: Teachers and Administrators will closely monitor the Step Up to Writing program.	Wayne Guiltner,	Start: 07/01/2013	<ul style="list-style-type: none"> Performance 	

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 - 81%, 8th - 89%, and 11th - 72%. Action Type: Program Evaluation Action Type: Title I Schoolwide	Principal	End: 06/30/2014	Assessments • Teachers	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: 07/01/2013 End: 06/30/2014	• Computers • District Staff • Outside Consultants	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 7, 2005. www.education.com

Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Rewards will include certificates, medals, and rewards of minimal costs. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	Title I - Materials & Supplies: \$7500.00 ACTION BUDGET: \$7500
PARENTAL INVOLVEMENT: A bi-monthly newsletter will be distributed to parents to keep them informed of student accomplishments and up-coming school events. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
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. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Performance Assessments	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Salem principal Wayne Guiltner designates himself the Parent Involvement Facilitator. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Information packets will be prepared to encourage communication between the school and parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Two parent/teacher conferences will be held each school year.	Wayne Guiltner, Principal	Start: 07/01/2013 End:	• Administrative Staff	ACTION BUDGET: \$

Action Type: Parental Engagement		06/30/2014	<ul style="list-style-type: none"> Teachers 	
PARENTAL INVOLVEMENT: Parents will have the opportunity to serve on an Alumni advisory committee. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$
TRANSITION: Parent Involvement Meetings. During this meeting, parents will be informed of techniques to help ensure students' success. Technology coordinator will provide training for parents relating to alert-now and accelerated reader softwares (usually by phone). Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
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 student achievement. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PARENTAL INVOLEMENT: Equity complaints should be made to the district equity coordinator Wayne Guiltner. Action Type: Equity	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The principal will support parents' efforts for a PTA/PTO. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students will record radio spots throughout the school year to keep parents informed on the following: school events, academic achievement, academic programs, classroom activities, etc. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased \$500.00 Services: ACTION BUDGET: \$500
Total Budget:				\$8000

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$

Collaboration: 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 to 5, teachers rated this intervention as a 3.13. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Technology will be purchased to improve educational opportunities in the classroom.
 Scientific Based Research: <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 and projectors will be purchased for classrooms. Action Type: Technology Inclusion	Shaun Windsor	Start: 10/01/2013 End: 05/31/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title VI State - Materials \$2000.00 & Supplies: NSLA (State-281) - Materials \$1340.00 & Supplies: ACTION BUDGET: \$3340
The district will purchase web cams and head phones for distance learning opportunities in the classroom. Action Type: Technology Inclusion	Shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	NSLA (State-281) - Materials \$1300.00 & Supplies: ACTION BUDGET: \$1300
The district will purchase 264 chrome books (at \$420.48) to help with the implementation of a one to one initiative for students. (47 purchased with NSLA money at \$19875 and 195 purchased with Title I money at \$82150.50 and 22 chrome books will be purchased with Title VI money at \$9375. Action Type: Collaboration Action Type: Technology Inclusion	Shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	Title I - Materials \$82150.50 & Supplies: NSLA (State-281) - Materials \$19875.00 & Supplies: Title VI State - Materials \$9375.00 & Supplies: ACTION BUDGET: \$111400.5
The program EduTyping will be purchased to help seventh and eighth grade students develop their typing skills.	shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	Title I - Purchased Services \$713.00 ACTION BUDGET: \$713

Two chrome book charging carts will be purchased to help charge student chrome books. Action Type: Collaboration	Shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	Title I - Capital Outlay: \$2180.00 ACTION BUDGET: \$2180
Technology supplies will be purchased to help support the chrome books (mice, etc...) Action Type: Collaboration Action Type: Technology Inclusion	shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	Title VI State - Materials & Supplies: \$2298.92 ACTION BUDGET: \$2298.92
Total Budget:				\$121232.42

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. FTE = 0.1905	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - Employee Benefits: \$2618.00 NSLA (State-281) - Employee Salaries: \$9850.00 ACTION BUDGET: \$12468
Total Budget:				\$12468

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

- In 2013, 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.
- 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 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 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%. 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 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%,

Supporting
Data:

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.

4. In 2010, 89% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 84% 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 2010, 84% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 78% 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 2010, 85% of combined students scored proficient or advanced on the Algebra End of Course Exam, 75% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 34% 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 2010, 82% of combined students scored proficient or advanced on the Geometry End of Course Exam, 75% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 67% 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 2010, the combined seventh grade population scored in the 70 percentile in total math, students with disabilities scored in the 27 percentile. In 2010, the combined ninth grade population scored in the 75 percentile in total math, students with disabilities scored in the 48 percentile. Economically disadvantaged students scored in the 74 percentile on the math portion of the Stanford 10.

5. Students have scored an average of 20 in mathematics on the ACT exam during the 2011, 2012, and 2013 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 Arkansas Frameworks and 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
ALIGNMENT: Generate a common, grade-level specific curriculum. Action Type: Alignment	Ted Kerley, Math Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
ALIGNMENT: Teachers will meet in multi-level department meetings. Aligning the	Ted Kerley, Math	Start: 07/01/2013	<ul style="list-style-type: none"> • District Staff 	

curriculum throughout grade levels will be the focus. Action Type: Alignment Action Type: Collaboration	Teacher	End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	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-76%, Algebra I-81%, Geometry-82%. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Additional calculators will be purchased to replace broken calculators. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	NSLA (State-281) - Materials & Supplies: \$2575.00 ACTION BUDGET: \$2575
Common core state standard binders will continue to be used to assist teachers in implementing the common core state standards. Action Type: Alignment	Shaun Windsor, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$2575

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 were proficient or advanced on the benchmark, 76% 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. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
COORDINATION OF FUNDS: Title I and Class size reduction will be used to reduce the size of Math classes. Class size in 8th Math (Moore) will be reduced from 23 to 17.25 students per class. We	Wayne Guiltner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Title Teachers 	NSLA (State-281) - Employee Salaries: \$6679.00

have added two additional sections in the 8th grade. We will pay 0.1429 FTE with this money. Action Type: Collaboration				NSLA (State-281) - \$1500.00 Employee Benefits: ACTION BUDGET: \$8179
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. Action Type: Title I Schoolwide	Ken Rich	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Total Budget:				\$8179

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
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
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. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
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. Action Type: AIP/IRI Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	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
ALIGNMENT: Continue to offer Pre-AP Pre-Calculus/Trigonometry and add Algebra III and Advanced Topics and Modeling in Mathematics.	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • 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 2012-2-13 school year was above the state average at 19.9. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Salem schools will purchase one ACT exam through the VUAA for each junior. Students will take the exam in March through April. Action Type: Alignment Action Type: Collaboration	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	NSLA (State-281) - \$2500.00 Purchased Services: ACTION BUDGET: \$2500
An ACT Prep class will be offered to students in an effort to help students prepare for the ACT.	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	NSLA (State-281) - \$10000.00 Employee Salaries: NSLA (State-281) - \$2165.00 Employee Benefits: ACTION BUDGET: \$12165
Total Budget:				\$14665

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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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 Responsible	Timeline	Resources	Source of 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
ALIGNMENT: Purchase materials and supplies necessary to continue use of the Step Up to Writing Program.	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teaching Aids 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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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: An after school tutoring program will be offered to eligible students on Monday through Thursday of each week. Students will receive small group instruction in various areas of literacy based upon teacher recommendation and parent-student concern. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Buckledown booklets will be purchased. Action Type: Collaboration	wayne Guiltner, Principal	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff 	Title VI State -

		06/30/2014	• Teachers	Materials \$300.00 & Supplies: ACTION BUDGET: \$300
Total Budget:				\$300

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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: The teachers and principal will obtain 1 hour of Nutrition and Fitness professional development. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	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 2013-2014 school year. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

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. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

- 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%;

Supporting Data:

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 2012-2013 school year, there will be a decrease of the average BMI for students in the Salem School District as evaluated by the 2011-2012 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	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 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	Ken Rich	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
WELLNESS: Salem Schools will facilitate the	Ken Rich	Start:		

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		07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Emily Johns	Student	Student
	Johnny Smith		Title I Advisory Committee
Classroom Teacher	Alanna Russell		Title I Advisory Committee
Classroom Teacher	Alanna Russell		Title I Advisory Committee
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		Title I Advisory Committee
Classroom Teacher	Josh Watson		Title I Advisory Committee
Classroom Teacher	Juan Ramirez		High School Literacy
Classroom Teacher	Kim Smith-Harber		High School Literacy
Classroom Teacher	Mike Cole		High School Math
Classroom Teacher	Patricia Dailey		High School Math
Classroom Teacher	Rachel Faulkner	Teacher	High School Math
Classroom Teacher	Rachel Foster		High School Literacy
Classroom Teacher	Rhonda Huddleston		Title I Advisory Committee
Classroom Teacher	Rob Long		High School Literacy
Classroom Teacher	Rona Moore		High School Math
Classroom Teacher	Scott Faulkner		High School Math
Classroom Teacher	Seth Brazeal		High School Math
Classroom Teacher	Stu Smart		High School Math
Classroom Teacher	Ted Kerley		High School Math
Classroom Teacher	Tesa Nelson		Title I Advisory Committee
Non-Classroom Professional Staff	Amanda Kennedy		High School Literacy
Non-Classroom Professional Staff	Brandi Sanderson	School Nurse	Title I

Non-Classroom Professional Staff	Karen Guildoo		Title I Advisory Committee
Non-Classroom Professional Staff	Karen Guildoo		Title I Advisory Committee
Parent	Angela Bassham		Title I Advisory Committee
Parent	Angela Bassham		Title I Advisory Committee
Parent	Dana Johns		High School Math
Parent	Lena Smith		High School Literacy
Parent	Luke Barker		High School Math
Parent	Melanie Stone	Parent	Title I Advisory Committee
Parent	Wendall Smith		Title I Advisory Committee
Principal	Corey Johnson		Title I Advisory Committee
Principal	Wayne Guiltner		Title I Advisory Committee