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School Plan

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SALEM ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Salem Elementary School is to maintain a school environment in which all students will achieve proficiency on academic standards and develop positive character traits through the combined efforts of school and family.

Grade Span: K-5

Title I: Title I Targeted Assistance

School Improvement: MS

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Priority 1: Literacy

Goal: All students, including economically disadvantaged, students with disabilities and English language learners, will improve reading practical passages open response and writing multiple choice.

Priority 2: Mathematics

Goal: All students, including economically disadvantaged, students with disabilities and English language learners, will improve skills in responding to open ended math questions across all content strands or domains.

Priority 3: Wellness

Goal: All students, including special education students, will improve wellness through nutrition education and physical activity.

Priority 4: TITLE III/ELL

Goal: Provide Improvement in the Reading and Content Skills for Identified ELL students.

Priority 5: Needs Improvement In Mathematics

Goal: Close the achievement gap in mathematics performance between the Targeted Achievement Gap Group (TAGG) and the combined population.

Priority 1: Literacy

1. Kindergarten - NRT Reading (Kindergarten students no longer take NRT) 2009 MAT8 - 53% of our students scored at/above the 50th percentile. 2010 MAT8 - 66% of our students scored at/above the 50th percentile. 2011 ITBS - 77% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is increasing. Lowest identified populations in reading are Hispanic and Economically Disadvantaged students. The gap between the Combined Population and Economically Disadvantaged students is about 10 percentage points. The small number of Hispanic students makes it difficult to draw valid longitudinal conclusions.
2. Grade 1 - NRT Reading Comprehension 2011 ITBS - 53% of our students scored at/above the 50th percentile. 2012 ITBS - 69% of our students scored at/above the 50th percentile. 2013 ITBS - 65% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is increasing. Lowest identified populations in reading comprehension are Hispanic and Economically Disadvantaged students. However, the disparity between the Economically Disadvantaged students and the Combined Population has decreased to less than 10 percentage points.
3. Grade 2 - NRT Reading Comprehension 2011 ITBS - 67% of our students scored at/above the 50th percentile. 2012 ITBS - 60% of our students scored at/above the 50th percentile. 2013 ITBS - 64% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile has decreased slightly from 2011 to 2013. Lowest identified populations in reading comprehension are Hispanic and Economically Disadvantaged students. The disparity between the Combined Population and Economically Disadvantaged students is steadily decreasing.

4. Grade 3 - NRT Reading Comprehension 2011 ITBS - 70% of our students scored at/above the 50th percentile. 2012 ITBS - 57% of our students scored at/above the 50th percentile. 2013 ITBS - 59% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile has decreased. Lowest identified populations in reading comprehension are Hispanic, Economically Disadvantaged, and Students with Disabilities. The disparity between Economically Disadvantaged students and the Combined Population is greater than 15 percentage points.
5. Grade 4 - NRT Reading Comprehension 2011 ITBS - 67% of our students scored at/above the 50th percentile. 2012 ITBS - 71% of our students scored at/above the 50th percentile. 2013 ITBS - 62% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is fluctuating, with our most recent scores showing a decrease over the previous years. Lowest identified populations in reading comprehension are Hispanic, and Students with Disabilities. The disparity between Economically Disadvantaged and the Combined population is steadily decreasing, while the number of students in this group has increased over time.
6. Grade 5 - NRT Reading Comprehension 2011 ITBS - 76% of our students scored at/above the 50th percentile. 2012 ITBS - 70% of our students scored at/above the 50th percentile. 2013 ITBS - 66% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. Lowest identified populations in reading comprehension are Economically Disadvantaged and Students with Disabilities. Other test data shows a longitudinal increase in the percentage of students scoring proficient or advanced in literacy, which may indicate that other forms of assessment are more closely aligned with the standards on which instruction is based.
7. Benchmark-3rd Grade Literacy Exam
 2011-# Tested & Percent of Students Scoring Proficient/Advanced:
 82 Students: 84% of Combined Students
 0 Students: .% of African American Students
 5 Students: 60% of Hispanic Students
 75 Students: 86% of Caucasian Students
 24 Students: 75% of Econ. Disadvantaged Students
 2 Students: 50% of LEP Students
 5 Students: 20% of Students with Disabilities
 2012-# Tested & Percent of Students Scoring Proficient/Advanced:
 69 Students: 94% of Combined Students
 1 Students: 100% of African American Students
 9 Students: 77% of Hispanic Students
 61 Students: 98% of Caucasian Students
 30 Students: 90% of Econ. Disadvantaged Students
 4 Students: 50% of LEP Students
 3 Students: 0% of Students with Disabilities
 2013-# Tested & Percent of Students Scoring Proficient/Advanced:
 97 Students: 90% of Combined Students
 2 Students: 100% of African American Students
 3 Students: 33% of Hispanic Students
 92 Students: 91% of Caucasian Students
 38 Students: 82% of Econ. Disadvantaged Students
 1 Students: 0% of LEP Students
 12 Students: 67% of Students with Disabilities
 Based on analysis of three year trend data for the combined and sub-population groups, the lowest identified areas were reading open-ended practical passages and writing multiple choice. While the number of students identified as economically disadvantaged has significantly increased over time, the performance gap of less than ten percentage points between this sub-population and the combined population has not increased.
8. Benchmark-4th Grade Literacy Exam
 2011-# Tested & Percent of Students Scoring Proficient/Advanced:
 81 Students: 98% of Combined Students
 2 Students: 100% of African American Students
 1 Students: 100% of Hispanic Students
 75 Students: 98% of Caucasian Students
 25 Students: 100% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 4 Students: 50% of Students with Disabilities
 2012-# Tested & Percent of Students Scoring Proficient/Advanced:
 87 Students: 95% of Combined Students
 1 Students: 100% of African American Students
 5 Students: 100% of Hispanic Students
 78 Students: 92% of Caucasian Students
 30 Students: 97% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 8 Students: 38% of Students with Disabilities

Supporting
Data:

2013-# Tested & Percent of Students Scoring Proficient/Advanced:
 101 Students: 95% of Combined Students
 1 Students: 0% of African American Students
 12 Students: 91% of Hispanic Students
 87 Students: 97% of Caucasian Students
 36 Students: 92% of Econ. Disadvantaged Students
 5 Students: 80% of LEP Students
 11 Students: 82% of Students with Disabilities

Based on analysis of three year trend data for the combined and sub-population groups, the lowest identified areas were reading open-ended practical passages and writing mutiple-choice for the combined population and TAGG students. While the number of students identified as economically disadvantaged has significantly increased over time, the performance gap of less than five percentage points between this sub-population and the combined population has not increased.

9. Benchmark-5th Grade Literacy Exam
 2011-# Tested & Percent of Students Scoring Proficient/Advanced:
 82 Students: 96% of Combined Students
 1 Students: 100% of African American Students
 2 Students: 100% of Hispanic Students
 77 Students: 97% of Caucasian Students
 19 Students: 89% of Econ. Disadvantaged Students
 0 Students: .% of LEP Students
 7 Students: 86% of Students with Disabilities

2012-# Tested & Percent of Students Scoring Proficient/Advanced:
 86 Students: 99% of Combined Students
 2 Students: 100% of African American Students
 1 Students: 100% of Hispanic Students
 84 Students: 99% of Caucasian Students
 32 Students: 100% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 8 Students: 88% of Students with Disabilities

2013-# Tested & Percent of Students Scoring Proficient/Advanced:
 105 Students: 95% of Combined Students
 2 Students: 100% of African American Students
 5 Students: 80% of Hispanic Students
 91 Students: 96% of Caucasian Students
 37 Students: 92% of Econ. Disadvantaged Students
 1 Students: 50% of LEP Students
 11 Students: 72% of Students with Disabilities

Based on analysis of three year trend data for the combined and sub-population groups, the lowest identified areas were reading open-ended content and literary passages and writing multiple choice. The greatest areas of weakness for TAGG students included the practical passage in reading and writing content and style. While the number of students identified as economically disadvantaged has increased over time, the performance gap, which is less than five percentage points on most areas of the assessment, between this sub-population and the combined population has not increased.

- 10. Attendance 2011 - the average attendance rate at Salem was 95.3%. 2012 - the average attendance rate at Salem was 95.1%. 2013 - the average attendance rate at Salem was 96.76%. Analysis of three year trend data indicates that the attendance rate at Salem Elementary is increasing and is greater than the state average of 94.7%.
- 11. Kindergarten - Qualls Early Learning Inventory 2010 - 100% scored developed or developing on oral communication, 99% scored developed or developing on written communication 2011 - 98% scored developed or developing on oral communication, 98% scored developed or developing on written communication 2012 - 99% scored developed or developing on oral communication, 98% scored developed or developing on written communication

Goal All students, including economically disadvantaged, students with disabilities and English language learners, will improve reading practical passages open response and writing multiple choice.

Benchmark At the end of the 2013-2014 school year, we will meet the Annual Measurable Objective (AMO) for all students of 94.06% proficient in literacy. At the end of the 2012-2013 school year, 92.88% of all students were proficient in literacy. We failed to reach the 2012-2013 AMO of 93.4%. We will show an increase of 1.18% in the number of all students proficient in literacy in order to reach the 2014 AMO.

Benchmark At the end of the 2013-2014 school year, we will meet the Annual Measurable Objective (AMO) for Targeted Achievement Gap Group (TAGG) students of 85.71% proficient in literacy. At the end of the 2012-2013 school year, 85.54% of TAGG students were proficient in literacy. Annually, we will show an increase of 0.17% in the number of TAGG students proficient in literacy in order to reach the 2014 AMO.

Intervention: Curriculum Alignment for Literacy Skills

Scientific Based Research: Heidi Hayes-Jacobs. (2004). Getting results with curriculum mapping. Alexandria, VE: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Learning Institute: Implement the pacing guide through classroom planning and instruction. Administer The Learning Institute reading and writing Interim Assessments to all students in grades 1-5, including special education students. Utilize assessment data to plan for instruction. Action Type: Alignment Action Type: Special Education</p>	Joyce McHone	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Implementation of this intervention will be determined by principal classroom walk-throughs or learning tours and PLC meeting planning documentation forms. Analysis of this data for 2012-2013 showed that curriculum alignment is being implemented. The effectiveness of this intervention in improving literacy achievement for all students, including special education students, will be determined by formative assessments, interim assessments, summative criterion and norm referenced test scores, and alternate portfolio assessments. Analysis of 2012-2013 Benchmark and interim assessment data indicates that most students are improving in reading open response and there has been a significant improvement in writing content and style. Action Type: Alignment Action Type: Program Evaluation</p>	Mark Scarlett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Utilize performance and standards-based assessments with all students, including special education students, in the classroom. Identify those students not meeting proficiency standards in literacy. Utilize the resulting data to develop effective instructional strategies aligned with curriculum standards for reducing any disparities between sub-population groups. Action Type: Alignment Action Type: Special Education</p>	Joyce McHone	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Schedule and conduct regular grade level team/PLC meetings to implement Common Core State Standards, curriculum maps, pacing guides, research based instructional strategies, as well as textbooks and other resources in order to adjust and align instruction to meet the needs of all students. Action Type: Alignment Action Type: Professional Development</p>	Mark Scarlett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
Total Budget:				\$0

Intervention: Implement a balanced comprehensive literacy approach

Scientific Based Research: National Institute for Literacy. (2003). Put reading first, The research building blocks for teaching children to read. U.S. Department of Education. Jensen, E., (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. Alexandria, VA: Association for Supervision and Curriculum Development. Boushey, G., & Moser, J., (2006). The daily five: Fostering literacy independence in the elementary grades. Portland, ME: Stenhouse Publishers.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers, including special education teachers, have met, researched, and decided to implement these programs to reduce the disparity between sub-population groups: ELLA, Effective Literacy, Reading Workshop, Writing Workshop, Daily Five, and Phonemic</p>	Joan Walker	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>Connections. A daily literacy block will be scheduled for all students. These programs have been aligned with the Common Core State Standards. Provide all teachers, including special education teachers, opportunities for professional development in the utilization of these programs to meet the needs of all students. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>Professional Development: Utilize literacy training for classroom instruction in alignment with curriculum standards. Provide opportunities for all teachers, including special education teachers, to participate in professional development activities which relate to literacy content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; Common Core State Standards; supervision; mentoring/coaching; educational technology; principals or learning/developmental strategies; cognitive research; and building a collaborative learning community. Professional development will be consistent with National Staff Development Council Standards and may include: conferences, workshops, institutes; individual learning; mentoring; peer coaching; study groups; National Board for Professional Teaching Standards Certification; distance learning; internships; district/school programs (such as PLCs) and approved college/university course work. Provide training in the utilization of technology for interpretation and implementation of student achievement data to plan instruction. Improvement of student achievement shall be the prerequisite goal of all approved professional development based on the requirements within the ACTAAP State Rules, Bryant School Board priorities, student achievement data, and the ACSIP plan. Action Type: Professional Development Action Type: Special Education</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Parents, students, counselors, teachers, and administrators will develop IEPs for identified students. The IEP goals will be aligned with Common Core State Standards and applicable student learning expectations. Appropriate modifications shall be implemented as determined by the student's educational planning team. Services shall be provided according to the student's IEP and may include: speech/language therapy, occupational therapy, physical therapy, behavioral therapy, resource instruction, and community based instruction. Standards based</p>	<p>Tisha Long</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>supplemental strategies will be implemented to address school improvement needs at Salem and as these students transition to middle school. These strategies may include but are not limited to double blocking and team teaching. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>				
<p>In accordance with section 504 of the Rehabilitation Act of 1973, all students with disabilities will be provided with necessary accommodations according to guidelines to ensure non-discrimination. Accommodations to decrease the impact of the disability will be implemented to reduce the disparity between sub-population groups. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Implementation of this intervention will be determined by principal classroom walk-throughs or learning tours and documentation from team planning meetings. Analysis of this data for 2012-2013 indicates that most teachers are implementing a balanced comprehensive literacy approach. The effectiveness of this intervention on the literacy achievement of all students, including special education students, will be determined by monitoring student progress in literacy on summative criterion and norm referenced tests and alternate portfolio assessments, and formative standards based assessments such as DIBELS, DRA, DSA, Interim Assessments, STAR, and portfolios. Analysis of 2012-2013 CRT, NRT and interim assessment data shows that most students are improving in writing content and style with the greatest improvement being shown in writing content, and reading comprehension and open response questions. Action Type: Program Evaluation</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for a 1.00 fte Teacher Aide (person to be hired), provide a Before/After School Tutoring Program (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks), and hire a .072 School Social Worker (Lisa McNeely). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the AR Frameworks/Common Core State Standards), registration, travel, and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Mark Scarlett, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>NSLA (State-281) - Employee Salaries: \$25445.00 NSLA (State-281) - Employee Benefits: \$7591.00 NSLA (State-281) - Materials & Supplies: \$36.00</p>

<p>Action Type: Special Education</p>				<p>281) - Purchased Services: \$36.00</p> <hr/> <p>ACTION BUDGET: \$33108</p>
<p>In alignment with Common Core State Literacy Standards, teachers will utilize a reading workshop approach for all students, including special education students, in the basic instructional components in reading: fluency, phonemic awareness, phonics, vocabulary, and comprehension. Research based instructional strategies, such as small group guided reading, small group fluency practice, guided reading plus, Compass focus groups, and DIBELS literacy will be utilized in order to reduce the disparity between subpopulation groups. Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Joan Walker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>In alignment with Common Core State literacy Standards, teachers will utilize a writing workshop approach for all students, including special education students, in the basic instructional components of writing: content, style, sentence formation, usage, and mechanics. Research based instructional strategies will be utilized in order to reduce the disparity between subpopulation groups. Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Joan Walker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers, including special education teachers, will utilize a variety of technology in literacy instruction. Technology used may include, but is not limited to, document cameras, projectors, laptop computers, net books, iPods, iPads, Google Chrome carts, Mac lab, mimio digital whiteboard and interactive white boards. All teachers, including special education teachers will participate in professional development in the implementation of these technologies for literacy instruction. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used school-wide to purchase general materials and supplies, and student chrome books necessary to support instructional programs that are aligned with the Arkansas Frameworks and Common Core Standards. These will be used to close the achievement gap among subgroups of identified students. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Mark Scarlett, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>Title I - Materials & Supplies: \$4000.34</p> <hr/> <p>ACTION BUDGET: \$4000.34</p>
<p>Total Budget:</p>				<p>\$37108.34</p>

Intervention: Develop academic improvement plans to address students' weaknesses in literacy				
Scientific Based Research: Dufour, R., Eaker, R., Karhanek, G., & Dufour, R. (2004). Whatever it takes: How professional learning communities respond when kids don't learn. Bloomington, IN: National Educational Service. Jensen, E., (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Any student failing to achieve the established standard on the Arkansas Comprehensive Testing Assessment and Accountability Program (ACTAAP) exams shall be evaluated by school personnel, who shall jointly develop with the students' parents an academic improvement plan to assist the student in achieving the expected standard in subject areas where performance is deficient. If the student has been identified as having a deficiency in these areas, instructional and support services such as double blocking, STAR intervention, team teaching, teacher led intervention groups, 95% group, Levelized Literacy Intervention, Handwriting Without Tears, DIBELS literacy, peer tutoring, and extended day will be provided to meet the desired levels of performance. The academic improvement plan shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. (Ark. Code 6-15-404, 6-15-1803)</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Students in kindergarten through second grade who do not demonstrate proficiency on the state mandated norm referenced test (NRT) or DIBELS exams shall participate in an intense remediation program specific to identified deficiencies. The program of remediation will be written in the student's IRI or AIP. Student progress toward proficiency shall be regularly assessed by administering the DIBELS progress monitoring Intervention. Students will continue in the remediation program until proficiency is demonstrated on the DIBELS or other standards-based assessment. Each student who does not meet the minimum performance expectations defined by the state board for the statewide assessment tests in literacy shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance. (Ark. Code 6-15-1803)</p> <p>Action Type: AIP/IRI</p>	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>The effectiveness of this intervention on literacy achievement of all students, including special education students, who failed to demonstrate proficiency on established Arkansas standards, will be determined by monitoring students' reading and writing progress on summative CRT, NRT, and formative standards based assessments such as DIBELS, DRA, DSA, Interim Assessments, and portfolios. Analysis of 2012-2013 CRT and NRT data indicates student improvement in mechanics and reading practical passages open responses. Analysis of 2012-2013 CRT, NRT, and interim assessment growth data indicates that most students met growth targets in literacy.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Special Education				
Students in third through fifth grades who do not demonstrate proficiency on the Arkansas Augmented Benchmark Literacy exams shall participate in an intense point-in-time remediation program specific to identified deficiencies. The program of remediation will be written in the student's AIP. Student progress toward proficiency shall be regularly assessed by administering the standards-based Interim Assessments for reading and writing developed by The Learning Institute. Students will continue in the remediation program until proficiency is demonstrated on the Interim Assessments or other standards-based assessment. Each student who does not meet the minimum performance expectations defined by the state board for the statewide assessment tests in literacy shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance. (Ark. Code 6-15-1803) Action Type: AIP/IRI	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
An intervention team (RTI Team) may consist of teachers, including special education teachers, curriculum specialists as well as other building and district support and administrative personnel, will meet quarterly to assess the needs of students who are not demonstrating proficiency on academic standards after implementation of standards-based supplemental (Tier III) strategies. The RTI Team will recommend intensive interventions such as additional time in an alternative curriculum, early intervention services, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement parent involvement program (Act 602 as amended by Act 307 of 2007 and Act 397 of 2009)

Scientific Based Research: Epstein, J.L., & Salinas, K. C. (2004). Partnering with families and communities. Educational Leadership, 61 (8), 12-18. Edwards, M. (2004). Center for Effective Parenting. Little Rock, AR: University of Arkansas for Medical Sciences/Arkansas Children's Hospital. Lin, Q. (2003). Parent involvement and early literacy. Cambridge, MA: Harvard Family Research Project. Payne, R., (2005). A framework for understanding poverty. Highlands, TX: aha! Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Communicate with parents the importance of their involvement in the education of their child(ren) in order to insure student success by providing informational packets which include an outline of the school's parental involvement program; recommendations concerning the role parents, students, teachers, and the school play in collaboration for academic success; suggestions for ways parents can become involved in the school and the education process; a schedule of activities planned throughout the year in which parents are encouraged to	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>participate; and a list of options available to parents and teachers for the purpose of ongoing two-way communication including but not limited to: school address, phone, and fax numbers, staff e-mail addresses, newsletters, parent link e-mail notification system, the district and school web-sites and app, and the weekly Tiger folder and classroom newsletters. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Schedule meetings in conjunction with the PTO where parents are given a report on the state of the school and an overview of the curriculum and learning expectations. Schedule parent involvement meetings in which parents are given an overview of what students will be learning and how students will be assessed including information about scheduled norm referenced and criterion referenced testing. Action Type: Parental Engagement</p>	<p>Susan Wright</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Develop a system for recognizing and rewarding the achievement of all students, including special education students, to include but not be limited to honor roll, perfect attendance, Presidential Award for Educational Excellence, President's Physical Fitness Awards, Real Proud of Real Hornets, Heart of Salem award, and weekly PAW Pride student. Inform parents of rewards and encourage them to participate in recognition events. Invite all parents, including the parents of special education students, to attend scheduled academic competitions or arts performances which are aligned with curriculum standards such as academic, physical, dramatic, and musical programs, and/or competitions. Action Type: Alignment Action Type: Parental Engagement Action Type: Special Education</p>	<p>Susan Wright</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Include information concerning the course selection process for smart core and core in the student handbook. Schedule two parent-teacher conferences to communicate student progress toward reaching curriculum goals. Additional conferences may be scheduled upon the request of parents, teachers and other faculty, or students. Recognize parent participation in parent-teacher conferences. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide no less than two hours of professional development for all teachers, including special education teachers, designed to enhance understanding of effective parental involvement strategies. Include information to address the differing parenting needs of various sub-population groups. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Susan Wright</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Special Education				
Provide parents with information about the services available through the district student services program, including the availability of personnel to make home visits in order to bring resources and information to parents of various sub-population groups. Provide opportunities for parents of all students, including special education students, to meet and to discuss effective parenting strategies which foster academic success. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Make available parenting books, magazines, and other informative resources regarding responsible parenting. Inform all parents of the availability of these materials in informative packets, on the school web site, or through the monthly Tiger Talk newsletter. Provide resources through a variety of media in order to address the needs of all sub-population groups. Action Type: Equity Action Type: Parental Engagement	Diana Keaton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
The effectiveness of this intervention will be determined through the parent volunteer log, percent of parent participation in parent-teacher conferences, student attendance rate and achievement. Analysis of the 2012-2013 parent volunteer log indicates more than 1000 hours of volunteer service. Documents from 2012-2013 parent-teacher conferences indicate near 100% participation. Attendance rates exceed the state average. Action Type: Parental Engagement Action Type: Program Evaluation	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Inform parents of opportunities to volunteer and teachers of the availability of parents who are willing to volunteer. Compile a volunteer resource book including contact information for matching volunteers with school needs. Action Type: Parental Engagement	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Provide parents with the opportunity to resolve concerns with regard to the school. In the student handbook and district policy documents, parents and school staff will be informed of the procedure for resolving parent concerns. Action Type: Parental Engagement	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
Administration and staff will support and enable the formation and function of a Parent Teacher Organization. Action Type: Parental Engagement	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
A staff member, serving as the building parent facilitator, will be designated to coordinate the school's parental involvement program. Action Type: Parental Engagement	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The implementation of this intervention	Susan	Start:		

<p>will be documented by the school's Parental Involvement Plan, which will be posted on the district/school web site. The effectiveness of this intervention in encouraging parent participation in education will be determined by various means, such as parent surveys, sign-in sheets at parent meetings and parent-teacher conferences, and school visits documented on the electronic visitor sign-in program. The effectiveness of this intervention on the literacy and mathematics achievement of all students, including special education students, will be determined by monitoring progress on summative CRT, NRT and formative standards based assessments. Analysis of 2012-2013 data shows that over 95% of parents participated in parent-teacher conferences at Salem. Analysis of Benchmark assessment data shows that in 2012-2013, the number of students who scored proficient or advanced in literacy increased.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Wright	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Develop jointly, agree on with and make available to parents, a written parent involvement plan that describes the means for carrying out the requirements of the state with regard to parental involvement. The schools parental involvement plan will be posted on the district and school web sites.</p> <p>Action Type: Parental Engagement Action Type: Title I Target Assistance</p>	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$
<p>Convene an annual meeting, to which all parents are invited and encouraged to attend, to inform parents of the school's participation in Title I, the requirements of the program, and the right of the parents to be involved in planning, reviewing, and improving the school's Title I program. Parents will be provided a description and explanation of the curriculum used in the school, types of assessment, and proficiency levels.</p> <p>Action Type: Parental Engagement Action Type: Title I Target Assistance</p>	Mark Scarlett, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
<p>Teachers, in consultation with parents, administrators, and other pupil services personnel, will identify the eligible children most in need of Title I services. Date used to prioritize student needs will include, but not be limited to, standardized summative assessment results, socio-economic status, and data on projected growth and performance.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Target Assistance</p>	Mark Scarlett, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>The school will jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a</p>	Mark Scarlett, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>partnership to help children achieve the state's high standards. Hold parent-teacher conferences (at least annually) during which this compact will be distributed and discussed as it relates to the individual child's achievement. Action Type: Parental Engagement Action Type: Title I Target Assistance</p>				
<p>Transition into kindergarten - A kindergarten readiness screener will be administered to all students entering kindergarten in the spring prior to beginning kindergarten in the fall. Teachers will meet individually with parents to discuss the results of the screener. Parents will be provided with resources and suggested activities that will support the development of kindergarten readiness skills. A parent meeting will be scheduled in the fall at which parents will be given an overview of kindergarten expectations/standards and suggested ways to be involved in their child's education. The Qualls Early Learning Inventory will be administered to all kindergarten students in the fall, and teachers will meet with parents to discuss the results of this assessment and how these results will be used to plan for each child's learning success. Action Type: Parental Engagement</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire a .124 Parent Center Coordinator (Katie Brooks). This position, which is in addition to required district parental coordinator positions, will provide services at building level to encourage parental involvement in their child's education. The required 1% Title I allocation for parental involvement will include salaries, benefits, materials, and supplies, for the welfare of all students in the district. In addition, the Parental Involvement Coordinator will provide parent communication through e-mails, flyers, newsletters, and help us create instructional materials for parents to use with their children. The Parental Involvement Coordinator will also research ideas for parental involvement and act as a resource for parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Pam Kenney, Director of Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$248.00 Title I - Employee Salaries: \$2607.00 Title I - Employee Benefits: \$816.00 ACTION BUDGET: \$3671</p>
<p>Total Budget:</p>				<p>\$3671</p>

Priority 2: Mathematics

1. Kindergarten - NRT - Mathematics (Kindergarten students no longer take NRT) 2009 MAT8 - 55% of our students scored at/above the 50th percentile. 2010 MAT8 - 52% of our students scored at/above the 50th percentile. 2011 ITBS - 79% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is increasing. Lowest identified populations in math are Economically Disadvantaged students.
2. Grade 1 - NRT - Math 2011 ITBS - 64% of our students scored at/above the 50th percentile. 2012 ITBS - 60% of our students scored at/above the 50th percentile. 2013 ITBS - 56% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. Lowest identified populations in Math are Economically Disadvantaged and Limited English Proficient students. The disparity

- between Economically Disadvantaged and the Combined Population is less than 5 percentage points.
3. Grade 2 - NRT - Math 2011 ITBS - 62% of our students scored at/above the 50th percentile. 2012 ITBS - 59% of our students scored at/above the 50th percentile. 2013 ITBS - 55% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. Lowest identified populations in math are Hispanic and Limited English Proficient students. Economically Disadvantaged students scored as well as or better than the combined population.
 4. Grade 3 - NRT - Math 2011 ITBS - 75% of our students scored at/above the 50th percentile. 2012 ITBS - 74% of our students scored at/above the 50th percentile. 2013 ITBS - 65% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. Lowest identified populations in math are Limited English Proficient and Students with Disabilities. Longitudinal analysis indicates an increase in the percentage of students in the same graduating class scoring at/above the 50th percentile.
 5. Grade 4 - NRT - Math 2011 ITBS - 80% of our students scored at/above the 50th percentile. 2012 ITBS - 81% of our students scored at/above the 50th percentile. 2013 ITBS - 79% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is steady. Lowest identified populations in math are Limited English Proficient and Students with Disabilities. Economically Disadvantaged students scored better than the Combined Population. Longitudinal analysis indicates an increase in the percentage of students in the same graduating class scoring at/above the 50th percentile.
 6. Grade 5 - NRT - Math 2011 ITBS - 85% of our students scored at/above the 50th percentile. 2012 ITBS - 83% of our students scored at/above the 50th percentile. 2013 ITBS - 74% of our students scored at/above the 50th percentile. Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. The lowest identified populations in math are Economically Disadvantaged and Students with Disabilities. Longitudinal analysis indicates a general increase in the percent of students in the same graduating class scoring at/above the 50th percentile.
 7. Benchmark-3rd Grade Mathematics Exam

2011-# Tested & Percent of Students Scoring Proficient/Advanced:

82 Students: 99% of Combined Students
 0 Students: .% of African American Students
 5 Students: 100% of Hispanic Students
 75 Students: 99% of Caucasian Students
 24 Students: 100% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 5 Students: 80% of Students with Disabilities

2012-# Tested & Percent of Students Scoring Proficient/Advanced:

69 Students: 96% of Combined Students
 1 Students: 100% of African American Students
 9 Students: 89% of Hispanic Students
 61 Students: 98% of Caucasian Students
 30 Students: 93% of Econ. Disadvantaged Students
 4 Students: 75% of LEP Students
 3 Students: 33% of Students with Disabilities

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

97 Students: 95% of Combined Students
 2 Students: 100% of African American Students
 3 Students: 100% of Hispanic Students
 92 Students: 94% of Caucasian Students
 38 Students: 93% of Econ. Disadvantaged Students
 1 Students: 100% of LEP Students
 12 Students: 75% of Students with Disabilities

Based on analysis of three year trend data, there is a significant weakness in student performance on open-ended questions across all content strands or domains and with all sub-population groups. Greatest areas of weakness for TAGG students were numbers and operations and measurement. Students in all groups perform better on multiple-choice items. While the number of students identified as economically disadvantaged has increased over time, the gap of less than five percentage points between the performance of this group and the combined population has not increased. Scores for the most recent year were impacted by the transition to Common Core State Standards in the curriculum while the assessment was still based on Arkansas Frameworks. The disparity between curriculum and assessment seemed to have the greatest impact on economically disadvantaged students and students with disabilities.

Supporting Data: 8. Benchmark-4th Grade Mathematics Exam

2011-# Tested & Percent of Students Scoring Proficient/Advanced:

81 Students: 97% of Combined Students
 2 Students: 100% of African American Students
 1 Students: 100% of Hispanic Students
 75 Students: 98% of Caucasian Students
 25 Students: 96% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 4 Students: 100% of Students with Disabilities
 2012-# Tested & Percent of Students Scoring Proficient/Advanced:
 87 Students: 98% of Combined Students
 1 Students: 100% of African American Students
 5 Students: 100% of Hispanic Students
 78 Students: 96% of Caucasian Students
 30 Students: 100% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 9 Students: 63% of Students with Disabilities
 2013-# Tested & Percent of Students Scoring Proficient/Advanced:
 101 Students: 94% of Combined Students
 1 Students: 100% of African American Students
 12 Students: 92% of Hispanic Students
 82 Students: 94% of Caucasian Students
 36 Students: 89% of Econ. Disadvantaged Students
 5 Students: 80% of LEP Students
 11 Students: 54% of Students with Disabilities

Based on analysis of three year trend data, there is a significant weakness in student performance on open-ended questions across all content strands or domains and with all sub-population groups. Greatest areas of weakness for TAGG students were geometry and measurement. Students in all groups perform better on multiple-choice items. While the number of students identified as economically disadvantaged has increased over time, the gap of less than five percentage points between the performance of this group and the combined population has not increased. Scores for the most recent year were impacted by the transition to Common Core State Standards in the curriculum while the assessment was still based on Arkansas Frameworks. The disparity between curriculum and assessment seemed to have the greatest impact on economically disadvantaged students and students with disabilities.

9. Benchmark-5th Grade Mathematics Exam

2011-# Tested & Percent of Students Scoring Proficient/Advanced:
 82 Students: 97% of Combined Students
 1 Students: 100% of African American Students
 2 Students: 100% of Hispanic Students
 77 Students: 97% of Caucasian Students
 19 Students: 94% of Econ. Disadvantaged Students
 0 Students: .% of LEP Students
 7 Students: 71% of Students with Disabilities
 2012-# Tested & Percent of Students Scoring Proficient/Advanced:
 86 Students: 96% of Combined Students
 1 Students: 0% of African American Students
 2 Students: 50% of Hispanic Students
 84 Students: 96% of Caucasian Students
 32 Students: 94% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 8 Students: 63% of Students with Disabilities
 2013-# Tested & Percent of Students Scoring Proficient/Advanced:
 105 Students: 92% of Combined Students
 2 Students: 100% of African American Students
 5 Students: 100% of Hispanic Students
 91 Students: 91% of Caucasian Students
 37 Students: 89% of Econ. Disadvantaged Students
 2 Students: 100% of LEP Students
 11 Students: 45% of Students with Disabilities

Based on analysis of three year trend data, there is a significant weakness in student performance on open-ended questions across all content strands or domains and with all sub-population groups. Greatest areas of weakness for TAGG students were geometry and data analysis. Students in all groups perform better on multiple-choice items. While the number of students identified as economically disadvantaged has increased over time, this group has consistently performed nearly as well as the combined population. Scores for the most recent year were impacted by the transition to Common Core State Standards in the curriculum while the assessment was still based on Arkansas Frameworks. The disparity between curriculum and assessment seemed to have the greatest impact on economically disadvantaged students and students with disabilities.

10. Attendance 2011 - the average attendance rate at Salem was 95.3%. 2012 - the average

attendance rate at Salem was 95.1%. 2013 - the average attendance rate at Salem was 96.76%. Analysis of three year trend data indicates that the attendance rate at Salem Elementary is increasing and is greater than the state average of 94.7%.

11. Kindergarten - Qualls Early Learning Inventory 2010 - 99% scored developed or developing on math concepts 2011 - 98% scored developed or developing on math concepts 2012 - 100% scored developed or developing on math concepts

Goal All students, including economically disadvantaged, students with disabilities and English language learners, will improve skills in responding to open ended math questions across all content strands or domains.

Benchmark At the end of the 2013-2014 school year, we will meet the Annual Measurable Objective (AMO) for all students of 98.75% proficient in mathematics. At the end of the 2012-2013 school year, 94.24% of all students were proficient in mathematics. We failed to meet the 2012-2013 AMO of 98.61%. We will show an increase of 4.51% in the number of all students proficient in mathematics in order to reach the 2014 AMO.

Benchmark At the end of the 2013-2014 school year, we will meet the Annual Measurable Objective (AMO) for Targeted Achievement Gap Group (TAGG) students of 97.32% proficient in mathematics. At the end of the 2012-2013 school year, 88.28% of TAGG students were proficient in mathematics. We failed to reach the 2012-2013 AMO of 97.03%. Annually, we will show an increase of 9.04% in the number of TAGG students proficient in mathematics in order to reach the 2014 AMO.

Intervention: Develop academic improvement plans to address students' weaknesses in mathematics.

Scientific Based Research: Barody, A. J. (2006). Why children have difficulties mastering the basic number combinations and how to help them. *Teaching Children Mathematics*, 13 (1), 22-31. Burns, M. (2007) Nine ways to catch kids up. *Educational Leadership*, 65(3),16-21. Dufour, R., Eaker, R., Karhanek, G., & Dufour, R. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn.* Bloomington, IN: National Educational Service. Hall, S. (2008). *Implementing response to intervention.* Corwin Press. Jessen, E., (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it.* Alexandria, VA: Association for Supervision and Curriculum Development. Howard, (2009). *RTI from all sides.* Heinmann.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Any student failing to achieve the established standard on the Arkansas Comprehensive Assessment Program exams shall be evaluated by school personnel, who shall jointly develop with the student's parents an academic improvement plan to assist the student in achieving the expected standard in subject areas where performance is deficient. If the student has been identified as having a deficiency in these areas, instructional and support services such as double blocking, COMPASS learning path, team teaching, teacher led intervention groups, Do the Math, peer tutoring, and extended day will be provided to meet the desired levels of performance. The academic improvement plan shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. (Ark. Code 6-15-404, 6-15-1803)</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students in kindergarten through second grade who do not demonstrate mathematics proficiency on the Qualls or the norm referenced test (NRT) shall participate in an intense remediation program specific to identified deficiencies. The program of remediation will be written in the student's AIP. Student progress toward proficiency shall be regularly assessed through</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

<p>developmental checklists and Interim Assessments. Students will continue in the remediation program until proficiency is demonstrated on the developmental checklist, Interim Assessments, or other standards-based assessments. Each student who does not meet the minimum performance expectations defined by the state board for the statewide assessment tests in mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance. (Ark. Code 6-15-1803) Action Type: AIP/IRI</p>				
<p>Students in third through fifth grades who do not demonstrate proficiency on the Arkansas Augmented Benchmark Mathematics exams shall participate in an intense point-in-time remediation program specific to identified deficiencies. The program of remediation will be written in the student's AIP. Student progress toward proficiency shall be regularly assessed by administering the standards-based Interim Assessments for mathematics developed by The Learning Institute. Students will continue in the remediation program until proficiency is demonstrated on the Interim Assessments or other standards-based assessment. Each student who does not meet the minimum performance expectations defined by the state board for the statewide assessment tests in mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance. (Ark. Code 6-15-1803) Action Type: AIP/IRI</p>	<p>Joyce McHone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The implementation of this intervention will be documented during regularly scheduled RTI round table discussions with each teacher. The effectiveness of this intervention on the mathematics achievement of all students, including special education students, who failed to demonstrate proficiency on established Arkansas standards, will be determined by monitoring students' mathematics progress on summative criterion and norm referenced tests and alternate portfolio assessments and formative standards based assessments such as developmental checklists, Interim Assessments, and portfolios. Analysis of 2012-2013 CRT, NRT, and interim assessment data indicates that many students improved in targeted areas in mathematics. Action Type: AIP/IRI Action Type: Program Evaluation</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>An intervention team (RTI Team),</p>	<p>Susan</p>	<p>Start:</p>		<p>_____</p>

<p>consisting of teachers, including special education teachers, instructional specialists as well as other building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards after implementation of standards-based supplemental strategies. The RTI Team will recommend intensive interventions such as additional time using alternative resources, early intervention services, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Wright</p>	<p>07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to hire a .40 fte Math Instructional Facilitator (Joyce McHone). Included in this budget will be salaries, benefits, materials and supplies to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Professional Development</p>	<p>Pam Kenney, Director of Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$500.00 NSLA (State-281) - Employee Benefits: \$6800.00 NSLA (State-281) - Employee Salaries: \$26705.00 <hr/>ACTION BUDGET: \$34005</p>
<p>Total Budget:</p>				<p>\$34005</p>

Intervention: Implement a standards based, hands-on, math teaching approach for all students, including special education students.

Scientific Based Research: Blair, L. (2003). It's elementary: Introducing algebraic thinking before high school. *Improving Achievement in Mathematics and Science*, 15 (1). Joyner, J. & Muri, M. (2011). Informative assessment: Formative assessment to improve math achievement. Sausalito, CA: Math Solutions. O'Neill, J. & Conzemius, A. (2006). The power of smart goals: Using goals to improve student learning. Solution Tree Press. Schifter, D. (2007). What's right about looking at what's wrong? *Educational Leadership*, 65 (3), 22-27. Tate, M. L. (2003). Worksheets don't grow dendrites. Thousand Oaks, CA: Corwin Press, Inc. Anderson, N. C., Chapin, S., and O'Connor, C. (2011). Classroom discussions. Math Solutions Publications. Islas, D. (2011). How to assess while you teach math. Math Solutions.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Utilize Cognitive Guided Instruction, a curriculum built upon state mathematics standards and other resources, such as Reflex Math, to insure that all students, including special education students, become proficient in the Arkansas Mathematics standards (CCSS) as demonstrated on performance assessments. Provide professional development for all teachers, including special education teachers, in the utilization of these resources in addressing standards as outlined in the district pacing guides. Provide</p>	<p>Joyce McHone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>remediation to students who do not demonstrate proficiency in mathematic standards. Involve parents of all sub-population groups in homework procedures by providing a copy of homework expectation and offering assistance in helping all parents understand the expectations. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>				
<p>Parents, students, counselors, teachers, and administrators will develop an Individualized Education Program (IEP), including goals aligned with Arkansas standards, for each identified student in need of special education services. Appropriate modifications shall be implemented as determined by the student's educational planning team. Services shall be provided according to the student's IEP and may include: speech/language therapy, occupational therapy, physical therapy, behavioral therapy, resource instruction, and community based instruction, or other related services. Standards based supplemental strategies will be implemented to address school improvement needs at Salem and as these students transition to middle school. These strategies may include but are not limited to double blocking and team teaching. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Tisha Long</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Professional Development: Utilize mathematics training for classroom instruction in alignment with curriculum standards. Provide opportunities for all teachers, including special education teachers, to participate in professional development activities which relate to mathematics content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principals or learning/developmental strategies; cognitive research; and building a collaborative learning community. Professional development will be consistent with National Staff Development Council Standards and may include: conferences, workshops, institutes; individual learning; mentoring; peer coaching; study groups; National Board for Professional Teaching Standards Certification; distance learning; internships; district/school programs and approved college/university course work. Provide training in the utilization of technology for interpretation and implementation of</p>	<p>Joyce McHone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>student achievement data to plan instruction. Improvement of student achievement shall be the prerequisite goal of all approved professional development based on the requirements within the ACTAAP State Rules, Bryant School Board priorities (Cognitive Guided Instruction, Reflex Math, and strand specific training), student achievement data, and the ACSIP plan. Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>				
<p>All teachers, including special education teachers, have met, researched, and decided to utilize manipulatives, computers, calculators, and available technology to implement mathematics program to ensure student proficiency on Arkansas mathematics standards (CCSS). These instructional resources have been aligned with the Arkansas Mathematics Curriculum standards. Provide all teachers, including special education teachers, opportunities for professional development in the utilization of these resources to meet the needs of all students. These resources will be utilized to reduce the disparities in proficiency between sub-population groups. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Joyce McHone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Implementation of this intervention will be monitored through principal classroom walk-throughs or learning tours and documentation from planning meetings. Analysis of this data for 2012-2013 indicates that most teachers are implementing a standards based, hand-on, math teaching approach such as CGI, Number Talks, and word problem types. The effectiveness of this intervention on mathematics achievement of all students, including special education students, will be determined by summative norm and criterion referenced tests and alternate portfolio assessments, and formative standards based assessments such as interim assessments, developmental checklists, and portfolios. Assessment and monitoring of students' mathematics progress will take place throughout the year. The effectiveness of strategies in reducing the disparities among sub-population groups will be determined by analysis of performance assessment data. Analysis of 2012-2013 CRT, NRT, and interim assessment growth data indicates that most students improved in math problem solving and open response math questions. Action Type: Program Evaluation</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>In order to improve math skills, a block of daily math instruction aligned with the Common Core State Standards will be scheduled for all students, including special education students. Daily mathematics instruction will include open response, number talks, and problem-based lessons. Lessons will involve the use of calculators as appropriate in grades K-5. Action Type: Alignment Action Type: Special Education</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers, including special education teachers, will utilize a variety of technology in mathematics instruction. Technology to be used may include, but is not limited to, document cameras, projectors, net books, iTouch, iPods, iPads, laptop computers, mimio digital whiteboard recorders, and SMART boards. Professional development in the implementation of these technologies for mathematics instruction will be provided to all teachers, including special education teachers. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Mark Scarlett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire a .60 fte Math Instructional Facilitator (Joyce McHone) to provide professional development and areas to help reduce the achievement disparities among student subgroups. Included for this position are salaries and benefits. Title I funds will also be used to pay for general materials and supplies and technology (mobile chrome cart lab) to help reduce the achievement disparities among subgroups for identified students. Action Type: Collaboration Action Type: Professional Development</p>	<p>Mark Scarlett, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Materials & Supplies: \$9000.00 Title I - Employee Salaries: \$40060.00 Title I - Employee Benefits: \$10195.00 ACTION BUDGET: \$59255</p>
<p>Total Budget:</p>				<p>\$59255</p>

Intervention: Maintain curriculum alignment for mathematics skills

Scientific Based Research: Heidi Hayes-Jacobs. (2004). Getting results with curriculum mapping. Alexandria, VE: Association for Supervision and Curriculum Development. Heidi Hayes-Jacobs. (1997). Mapping, the big picture: Integrating curriculum & assessment K-12. Alexandria, VA: Association for Supervision and Curriculum Development. Hyde, A. (2007). Mathematics and cognition. Educational Leadership, 65 (3), 43-47. Joyner, J. and Muri, M. (2011). Informative assessment. Math Solutions.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Learning Institute: Implement mathematics pacing guides through classroom planning and instruction. Administer The Learning Institute Interim Mathematics Assessments to all students in grades 1-5, including special education students. Utilize assessment data to plan for instruction. Provide remediation for students who do not demonstrate proficiency on grade level standards as determined by Interim Assessments and other standards-based assessments in order to decrease the discrepancy between sub-population groups. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Joyce McHone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

Utilize performance and standards-based assessments with all students, including special education students, in the classroom. Identify those students not meeting proficiency standards in mathematics. During regularly scheduled grade-level PLC meetings, teachers and other staff members will interpret interim assessment data in order to align research-based instructional strategies that have been shown to reduce disparities between sub-population groups. Action Type: Alignment Action Type: Equity Action Type: Special Education	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Implementation of this intervention will be monitored through principal classroom walk-throughs or learning tours and documentation from team planning meetings. Analysis of this data for 2012-2013 showed that curriculum alignment is being implemented in most areas. The effectiveness of this intervention will be determined by formative interim assessments, and summative criterion and norm referenced test scores and alternate portfolio data. Analysis of 2012-2013 CRT, NRT, and interim assessment data indicates that many students are improving in math problem solving and open response questions. Action Type: Program Evaluation	Mark Scarlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, will meet regularly to review scientific-based methods for addressing curriculum alignment needs. Schedule and conduct regular grade level team meetings and periodic vertical team meetings to plan for the implementation of pacing guides through research based instructional strategies using textbooks and other resources. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Joyce McHone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Wellness

- Supporting Data:
- In 2011, data for kindergarten males was Not Available and 22.9% of kindergarten females were overweight or obese based on the BMI. In 2012, data for kindergarten females was Not Available and 37.8% of kindergarten males were overweight or obese based on the BMI. In 2013, 45.0% of kindergarten males and 34.6% of kindergarten females were overweight or obese based on the BMI. Three year trend analysis indicates that the percentage of kindergarten students overweight or obese has increased.
 - In 2011, 28.3% of second grade males and 25% of second grade females were overweight or obese based on the BMI. In 2012, 42.6% of second grade males and 41.3% of second grade females were overweight or obese based on the BMI. In 2013, 29.4% of second grade males and 41.4% of second grade females were overweight or obese based on the BMI. Three year trend analysis indicates that the percentage of second grade students overweight or obese has increased.
 - In 2011, 34.1% of fourth grade males and 13.5% of fourth grade females were overweight or obese based on the BMI. In 2012, 28.9% of fourth grade males and 30.0% of fourth grade females were overweight or obese based on the BMI. In 2013, 41.1% of fourth grade males and 33.3% of fourth grade females were overweight or obese based on the BMI. Three year trend analysis indicates that the percentage of fourth grade students overweight or obese has increased.

Goal All students, including special education students, will improve wellness through nutrition education and physical activity.

Benchmark To decrease the percent of students who are at risk of overweight or obesity as measured by the BMI

Intervention: Implement a comprehensive school health program				
Scientific Based Research: Arkansas Act 1220 of 2003; Centers for Disease Control and Prevention (2004). School health index: A self-assessment and planning guide. Elementary school version. Atlanta, GA: Department of Health and Human Services. ETR Associates, Krantzler, N., Kane, W., and Quiroz, H. (2001). HealthSmart teacher background: Grades K-4. Scotts Valley, CA: ETR Associates.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School Health and Safety Policies and Environment: A School Nutrition and Physical Activity Advisory Committee will be formed to raise awareness of the importance of nutrition and physical activity, to assist in the development of local policies, and to begin the implementation of standards developed by the district SNPAAC. A healthy school-wide environment will be provided by establishing and meeting guidelines for a safe environment, keeping playground facilities in proper working order, and reviewing and practicing a crisis plan. Action Type: Collaboration Action Type: Wellness	Lynn Dreher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Health Education: All teachers, including special education teachers, have met, researched, and decided to implement the following health education strategies for all students: Health Smart Program (ETR Associates), Red Ribbon Week, and school based health services. Health information will be presented through a variety of methods including but not limited to K-5 Live school wide morning show, classroom instruction, video presentations, guest speakers, and Tiger Talk monthly newsletter. As a result of these strategies, students will comprehend concepts related to health promotion and disease prevention; demonstrate the ability to access valid information and health-promoting products and services; demonstrate the ability to practice health-enhancing behaviors and reduce health risks; analyze the influence of culture, media, technology, and other factors on health; demonstrate the ability to use interpersonal communication skills to enhance health; demonstrate the ability to use goal-setting and decision-making skills to enhance health; and demonstrate the ability to advocate for personal, family, and community health. These strategies will be aligned with the Arkansas Physical Education and Health Curriculum Framework. Professional development will be provided to all teachers, including special education teachers, on the implementation of these strategies. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Lynn Dreher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Physical Education and Other Physical Activity Programs: All students, including students with disabilities and special health-care needs, will receive at minimum a total of 150 minutes per week of physical activity. The 150 minutes shall include 60 minutes of scheduled physical education. The additional physical activities may include additional scheduled physical education classes, physical activity during the regular school day through activities such as daily recess periods, walking programs, integration of physical activity into the academic curriculum, lifestyle wellness education, and organized physical activity courses.	Peggy Sue Lockhart	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity. All students, including special education students, will have at least 30 minutes a day of supervised recess, preferably outdoors, during which students will be encouraged verbally and through the provision of space and equipment to engage in moderate to vigorous physical activity. These programs will be aligned with the Arkansas Physical Education and Health Curriculum Framework. Action Type: Alignment Action Type: Special Education Action Type: Wellness</p>				
<p>Nutrition Services: To ensure that meals meet nutritional requirements established by local, state, and federal statutes and regulations, and provide good quality food to students, meals will be fully accessible to all students through the National School Lunch and Breakfast Program and will follow the health practices outlined in the USDA School Meals Initiative Recommendations through menu planning. The Arkansas Child Health Advisory Committee nutrition standards will apply to all foods and beverages served, sold, or made available to students, except the reimbursable school meals, which are governed by USDA federal regulations. Mealtime scheduling will reflect good health practices. Students will not have access to vended food and beverages anytime, anywhere on school premises during the declared school day. During the declared school day, the school site will not serve, provide access to, through direct or indirect sales, or use as a reward, any foods of limited nutritional value or competitive food. Students may be given any food and/or beverage items during the school day for up to nine different events each school year to be determined and approved by school administrative staff. Snacks and other foods planned as a vital part of the instructional program may be provided or distributed by the school. Action Type: Wellness</p>	<p>Gay Sellers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>School Health Services: A school nurse is available during the school day to care for all students, including special education students, who need assistance due to illness or who pose a health risk to other students. The school nurse will assess injuries occurring at school and provide first aid as needed or contact parent/guardian if further medical care is indicated. The school nurse will coordinate health care services at the school and provide the necessary skills, instruction and professional development required to care for students with special health care needs. The school nurse will coordinate any required health screenings including but not limited to vision and hearing, scoliosis, body mass index, and head lice. The school nurse will coordinate with other school personnel and community agencies to provide a health safe environment and health education for all students. Action Type: Professional Development Action Type: Special Education Action Type: Wellness</p>	<p>Lynn Dreher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>School Counseling, Psychological, and Social Services: Counseling, psychological, and social service professionals will promote the health and safety of all students, including special education</p>	<p>Susan Wright</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community 	<p>————— ACTION BUDGET: \$</p>

<p>students, and their families through the distribution of educational materials, individual advice or counseling, small group or classroom discussions, presentations, and referrals to appropriate school-based or community-based services or agencies. These activities will be designed for the promotion of wellness through physical activity and healthy eating; the avoidance of tobacco, alcohol and other drugs; and the prevention of unintentional injuries, violence, and suicide. Action Type: Special Education Action Type: Wellness</p>			<ul style="list-style-type: none"> • Leaders • District Staff • Teachers 	
<p>Family and Community Involvement: Family and community members will have the opportunity to learn about wellness through educational materials sent home and involvement in school-sponsored activities that promote health and safety. Education materials will be provided through various media such as brochures, newsletter articles, the school/district website, introductions to curricula, and homework assignments that involve family participation. School-sponsored activities may include PTO meetings, parent/teacher conferences, family nights, designated days for family members to visit the school, parent support meetings, orientation/registration days, jump-rope for heart, and the body walk. Information and activities will address physical activity and healthy eating; the use of tobacco, alcohol, and other drugs; the influence of mass media on child health and safety; actions to promote safety and prevent unintentional injuries, violence, and suicide; and effective parenting strategies. Action Type: Parental Engagement Action Type: Wellness</p>	Susan Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<p>Evaluation: The advisory committee will annually review data, school surveys and reports to determine the effectiveness of this intervention. An analysis of a report of Presidential Physical Fitness qualifiers indicates an increase in the number of students who met these physical fitness criteria. Administrative staff will also annually provide onsite review. Action Type: Program Evaluation Action Type: Wellness</p>	Peggy Sue Lockhart	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: ELL and Title III funds will be used to support the goals of the ELL Program.

- Supporting Data:
1. 2012-2013 AMAO Literacy- The English Language Learner’s (ELLs) performance goal was 62.89 and district ELLs scored 67.55. Math- The ELL performance goal was 73.63 and district ELL’s scored 67.63. so it was not achieved in either performance or growth. Therefore ELL math district-wide is a target improvement area.
 2. 2011-12 AMO Literacy- The ELLs performance goal was 59.18 and the district ELLs scored 55.47. The math target was 70.99 and ELL’s scored 60.
 3. 2010-11 AMO Literacy- The ELLs district wide scored as follows: K-5 math--scored 86 and target was 77.50; K-5 Literacy--scored 66.7 and target was 78.40; 6-8 math-- scored 58.7 and target was 73.41; 6-8 literacy--scored 52.5 and target was 75.70; 9-12 math--scored 50 and target was 74.45; 9-12 literacy--scored 10 and target was 75.81.

Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.
 Benchmark In the 2013-14 School Year the district will show an increase of 1% toward AMAO.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency through double blocking, response to intervention (RTI), laptops, Rosetta Stone, Enchanted Learning, and Vocabulary from A to Z.

Scientific Based Research: Filapek, A. (2009). Access the core. Orange County, CA: Visual Strategies. Angel, A.

(2007). Carousel of ideas kit: Language development. California University, CA: Ballard Tighe Company. "Content Area Reading" Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz (2011) Boston: Pearson; "Creating Literacy Instruction for All Students" Thomas Gunning (2012) Boston: Pearson; "Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers." Suzanne F. Peregoy, Owen F. Boyle (2012) New York: Addison Wesley Longman; "Contemporary Reading in Literacy Education" Marva Capello, Barbara Moss (2010) Thousand Oaks; Sage Publications, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
English Language Development Assessment (ELDA), Benchmark (grades 3-5), Interim Assessments (TLI) and Nine Weeks Report Cards are used to evaluate the progress of ELL students. Criteria for an ELL to exit the ESL program are set by the Arkansas Department of Education. Action Type: Program Evaluation	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ELL training will be provided by the district ELS director to all content area teachers who are working with the identified students in the content area. Parental Involvement strategies specific to ELL students will be developed. Translated materials will also be provided for parents at conferences and as needed. A needs assessment survey will be provided by the ESL teacher on campus regarding interpretation services. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Response to Intervention (RTI); the teachers are Double Blocking our level one ELL students in addition to the ESL pull-out program. There are scheduled ELL Team Meetings twice monthly for planning and collaboration and an additional teacher was hired to reduce student class size. Action Type: Equity	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All ELL teachers received laptops, LCD projectors and document cameras. Earobics software for reading and spelling is used, Rosetta Stone, Reading Renaissance, STAR, and English in a Flash. An online subscription to Enchanted Learning and Vocabulary from A to Z was purchased for teachers. Action Type: Collaboration Action Type: Technology Inclusion	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
English Language Learners (ELL) restricted categorical state funding will be used to pay for necessary materials and supplies to support the ELL program to implement a successful program in this area to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Technology Inclusion	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ELL (State-276) - Materials & Supplies: \$243.00 ACTION BUDGET: \$243
Title III funds will be used for general materials and supplies, and other necessary items to successfully implement the district ELL program to help reduce the achievement disparities among student subgroups. Funds will also be used to pay for subs, registration, and travel for professional development,	Katrina Cox, ESL Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	Title III - Purchased Services: \$954.00 Title III - Materials & Supplies: \$663.00

salaries and benefits and purchased services for interpretation services, software (Rosetta Stone, Language Line, and Enchanted Learning A-Z), parental involvement supplies, and postage. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion				Title III - Employee \$231.00 Salaries: Title III - Employee \$50.00 Benefits: ACTION BUDGET: \$1898
Total Budget:				\$2141

Priority 5: Needs Improvement in Mathematics

Supporting Data:

1. 2012 performance on the Augmented Benchmark Exams, shows 96.36% of all students and 92.66% of Targeted Achievement Gap Group (TAGG) students scored proficient or advanced in mathematics, a difference of 3.7 percentage points. 2013 performance on the Augmented Benchmark Exams, shows 94.24% of all students and 88.28% of TAGG students scored proficient or advanced in mathematics, a difference of 5.96 percentage points.
2. 2012 performance on the Augmented Benchmark Exams, shows 95.6% of Economically Disadvantaged students scored proficient or advanced in mathematics. The 2012 Annual Measurable Objective (AMO) for this group was 98.54%. 2013 performance on the Augmented Benchmark Exams, shows 91.82 % of Economically Disadvantaged students scored proficient or advanced in mathematics. The 2013 AMO for this group was 98.68%.
3. 2012 performance on the Augmented Benchmark Exams, shows 69.57% of Students with Disabilities scored proficient or advanced in mathematics. The 2012 Annual Measurable Objective (AMO) for this group was 88.05%. 2012 performance on the Augmented Benchmark Exams, shows 67.50% of Students with Disabilities scored proficient or advanced in mathematics. The 2013 AMO for this group was 89.13%. Analysis of the disparity between TAGG and Non-TAGG students indicates that Students with Disabilities perform significantly below their AMO.
4. Forecast data from The Learning Institute (TLI) indicated that 82% of Salem's fourth and fifth grade TAGG students were likely to demonstrate proficiency in mathematics on the 2013 Augmented Benchmark Exams. The TAGG students outperformed the forecast by scoring 88.28% proficient on the 2013 Augmented Benchmark Exams.

Goal

Close the achievement gap in mathematics performance between the Targeted Achievement Gap Group (TAGG) and the combined population.

Benchmark Based on 2013 performance on the Augmented Benchmark Exams, 88.28% of TAGG students scored proficient or advanced. The Annual Measurable Objective (AMO) for 2014 is 97.32%. We will show an increase of 9.04% of TAGG students who score proficient or advanced.

Intervention: Provide job-imbedded professional development with a full time instructional facilitator to support all teachers, including special education teachers, in instructional strategies to address the needs of TAGG students.

Scientific Based Research: Bailey, K. & Jakicic, C. (2012). Common formative assessments: A toolkit for professional learning communities at work. Solution Tree Press. Drago-Severson, E. (2009). Leading adult learning: Practices for building schools and school systems as learning centers. Thousand Oaks, CA: Corwin Press. Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: Corwin Press. Larson, M., Fennell, S., Adams, T., Dixon, J., Kolsett, B. (2012). Mathematics in PLC Grades 3-5. National Council for Teachers of Mathematics.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including special education teachers, will meet with the instructional facilitator regularly throughout the year to develop common formative assessments. These assessments will be designed to measure student performance on Common Core State Standards and will include, but not be limited to, constructed response questions. Action Type: Collaboration Action Type: Professional Development	Joyce McHone	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Teachers will meet with the instructional facilitator to analyze summative Benchmark data to determine specific content strand weaknesses for TAGG students in order to target instruction for decreasing the disparity between TAGG students	Joyce McHone	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$

and the combined population. Action Type: Equity				
All teachers, including special education teachers, will administer formative assessments. The instructional facilitator will provide professional development on the development, implementation, and use of a variety of formative assessments to improve instruction. Action Type: Professional Development	Mark Scarlett, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, will administer common formative assessments. All teachers, including special education teachers, will meet with the instructional facilitator to analyze formative data to determine specific content strand or domain weaknesses for TAGG students in order to target instruction for decreasing the disparity between TAGG students and the combined population. Action Type: Equity Action Type: Special Education	Joyce McHone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, will participate with the instructional facilitator in Professional Learning Communities (PLCs) in order to develop strategies that target the needs of all students, including TAGG students. Action Type: Collaboration Action Type: Equity	Mark Scarlett, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Implementation of this intervention will be determined by agendas and notes from the PLC meetings, formative assessment documentation kept by teachers, and the common formative assessment products. The effectiveness of this intervention on improving the achievement of TAGG students will be determined by monitoring student progress in mathematics on formative and summative assessments including, but not limited to, Benchmark and TLI interim assessments. This is the first year to implement this intervention. Action Type: Program Evaluation	Mark Scarlett, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will meet with the instructional facilitator to analyze The Learning Institute (TLI) interim assessment data to determine specific content strand weaknesses for TAGG students in order to target instruction for decreasing the disparity between TAGG students and the combined population. Action Type: Collaboration Action Type: Equity	Joyce McHone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alisha Ray	Kindergarten	Mathematics
Classroom Teacher	Amie Horn	Second Grade	Literacy
Classroom Teacher	Amity Tyler	Fifth Grade	Mathematics
Classroom Teacher	Andrea Willis	ESL	Title III/ELL Chair / Steering
Classroom Teacher	Angela Babb	Fifth Grade	Literacy
Classroom Teacher	Ashley Wright	Kindergarten	Mathematics
Classroom Teacher	Beth Oppenhuizen	Fifth Grade	Mathematics
Classroom Teacher	Candice Richardson	First Grade	Mathematics
Classroom Teacher	Candice Richardson	First Grade	Title III/ELL

Classroom Teacher	Cindy Broadway	Third Grade	Literacy
Classroom Teacher	Dana Koite	Fourth Grade	Mathematics
Classroom Teacher	Deb Phillips	First Grade	Literacy
Classroom Teacher	Debbe Treece	Third Grade	Mathematics
Classroom Teacher	Debbe Treece	Third Grade	Title III/ELL
Classroom Teacher	Glenn Sago	Art	Mathematics
Classroom Teacher	Iris Adams	First Grade	Mathematics
Classroom Teacher	Jennifer Blew	Third Grade	Literacy
Classroom Teacher	Jill Gaither	Fourth Grade	Literacy
Classroom Teacher	Jill Gaither	Fourth Grade	Wellness
Classroom Teacher	Joan Walker	Fourth Grade	Wellness
Classroom Teacher	Joan Walker	Fourth Grade	Literacy Chair / Steering
Classroom Teacher	Kristin Allen	Third Grade	Literacy
Classroom Teacher	Lacie Blake	Kindergarten	Title III/ELL
Classroom Teacher	Lacie Blake	Kindergarten	Mathematics
Classroom Teacher	Lesa Weeks	Second Grade	Mathematics
Classroom Teacher	Lindsay Campos	Third Grade	Mathematics
Classroom Teacher	Lynda Currey	Special Education	Literacy
Classroom Teacher	Marsha Stokes	Music	Mathematics
Classroom Teacher	Nicole Aguilera	Special Education	Literacy
Classroom Teacher	Nikki Clemons	First Grade	Literacy
Classroom Teacher	Peggy Sue Lockhart	Physical Education	Wellness Chair / Steering
Classroom Teacher	Rhonda Rolston	Second Grade	Literacy
Classroom Teacher	Sharon Ballard	Fifth Grade	Title III/ELL
Classroom Teacher	Sharon Ballard	Fifth Grade	Literacy
Classroom Teacher	Statia Smith	Fourth Grade	Mathematics
Classroom Teacher	Stephanie Thompson	Kindergarten	Literacy
Classroom Teacher	Susan Bowden	Second Grade	Literacy
Classroom Teacher	Tiffany Gregory	Kindergarten	Wellness
Classroom Teacher	Tiffany Gregory	Kindergarten	Literacy
Classroom Teacher	Tisha Long	Special Education	Mathematics
Non-Classroom Professional Staff	Amy Baldwin	Instructional Aide	Wellness
Non-Classroom Professional Staff	Bethany McLaren	Speech Therapist	Literacy
Non-Classroom Professional Staff	Deborah Bilgischer	Counselor	Title III/ELL
Non-Classroom Professional Staff	Diana Keaton	Media Specialist	Literacy
Non-Classroom Professional Staff	Jenna Jones	Instructional Aide	Wellness
Non-Classroom Professional Staff	Joyce McHone	Mathematics Specialist	Mathematics Chair / Steering
Non-Classroom Professional Staff	Kim Wilson	Secretary	Mathematics
Non-Classroom Professional Staff	Lou Ann Filiatreau	Food Service	Wellness
Non-Classroom Professional Staff	Lyndsey Kindy	Instructional Aide	Wellness
Non-Classroom Professional Staff	Lynn Dreher	Nurse	Wellness
Non-Classroom Professional Staff	Mary Uzzell	Instructional Aide	Mathematics
Non-Classroom Professional Staff	Susan Wright	Chairperson	Building Chair / Steering
Non-Classroom Professional Staff	Susan Wright	Counselor	Wellness
Non-Classroom Professional Staff	Teri Stephens	Special Education Aide	Mathematics
Non-Classroom Professional Staff	Vickie Steele	Special Education Aide	Literacy
Parent	Alicia Spicer	Member	Mathematics
Parent	Crystal Martin	Member	Title III/ELL
Parent	Donna Williams	Member	Literacy
Parent	Jill Green	Member	Wellness
Parent	Leah Kempson	Member	Literacy
Parent	Maria Perez	Member	Title III/ELL
Parent	Morgan Harrison	Member	Literacy
Parent	Tabitha Risk	Member	Mathematics

11/5/13

ACSIP

Principal	Mark Scarlett	Member	Steering
Principal	Michele Lewis	Assistant Principal	Steering
Principal	Michele Lewis	Assistant Principal	Wellness