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2007-2008 ARCHIVE

School Plan

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SALEM HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2007-2008

Approved:

Salem High School

Arkansas Consolidated School Improvement Plan

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

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement:

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Priority 1: Literacy

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

Priority 2: Math

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

Priority 3: Wellness

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

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

Supporting
Data:

1. In 2005, 71% of combined students scored proficient or advanced on the Literacy (Grade 11) exam, 60% of socio economic deprived students scored proficient or advanced on the Literacy (Grade 11) exam, 0% of students with disabilities scored proficient or advanced on the Literacy (Grade 11) exam. The lowest identified areas for the combined students were: OR; Literary 63%, Content 63%, and Practical 63%, MC; Content 69%. The lowest identified areas for the socio economic deprived students were: OR; Literary 63%, Content 63%, and Practical 63%, MC; Content 69%. The lowest identified areas for the students with disabilities were: OR; Literary 44%, Content 44%, and Practical 50%, MC; Literary 31%, Content 44%, Practical 63%, Writing; Content 63%, Style 63%. In 2005 68% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 51% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 13% of the students with disabilities scored proficient or advanced on the literacy portion of the 8th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 63%, Content 63%, Practical 63%, MC; Literary 63%, Content 63%, Writing Multiple Choice 50%. The lowest identified areas for the students with disabilities were: OR; Literary 38%, Content 50%, Practical 50%, MC; Literary 38%, Content 50%, Practical 50%, Writing Multiple Choice 38%, Writing; content 64%, Style 64%. In 2005, the combined population of seventh grade students scored in the 61 percentile on the Iowa Test of Basic Skills, students with disabilities scored in the 42 percentile on the Iowa Test of Basic Skills, socio economic deprived students scored in the 49

- percentile on the Iowa Test of Basic Skills. The lowest identified areas for the combined population were: Factual Understanding 69 percentile, Inference and Interpretation 65 percentile, and Analysis and Generalization 69 percentile. In 2005, the eighth grade combined population scored in the 59 percentile on the Iowa Test of Basic Skills test, students with disabilities scored in the 29 percentile on the Iowa Test of Basic Skills test, socio economic deprived students scored in the 47 percentile on the Iowa Test of Basic Skills test. The lowest identified areas for the combined population were: Factual Understanding 67 percentile, Inference and Interpretation 68 percentile, and Analysis and Generalization 63 percentile. In 2005, the ninth grade combined population scored in the 61 percentile on the Iowa Test of Educational Development test, students with disabilities scored in the 40 percentile on the Iowa Test of Education Development test, and socio economic deprived students scored in the 52 percentile on the Iowa test of Educational Development. The lowest identified areas for the combined population were: Factual Understanding 66 percentile, Inference Interpretation 61 percentile, and Analysis Generalization 66 percentile.
2. In 2006, 58% of combined students scored proficient or advanced on the Literacy (Grade 11) exam, 50% of socio economic deprived students scored proficient or advanced on the Literacy (Grade 11) exam, 0% of students with disabilities scored proficient or advanced on the Literacy (Grade 11) exam. The lowest identified areas for the combined students were: OR; Literary 56%, Content 50%, and Practical 69%, MC; Literary 69%, Content 69%. The lowest identified areas for the socio economic deprived students were: OR; Literary 63%, Content 63%, and Practical 63%, MC; Content 69%. The lowest identified areas for the students with disabilities were: OR; Literary 44%, Content 44%, and Practical 50%, MC; Literary 31%, Content 44%, Practical 63%, Writing; Content 63%, Style 63%. In 2006 80% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 73% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 0% of the students with disabilities scored proficient or advanced on the literacy portion of the 7th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 63%, Content 50%, Practical 50%, Multiple Choice Writing 38%. The lowest identified areas for the students with disabilities were: OR; Literary 38%, Content 50%, Practical 50%, MC; Literary 38%, Content 50%, Practical 50%, Writing Multiple Choice 38%, Writing; content 64%, Style 64%. In 2006 67% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 61% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 0% of the students with disabilities scored proficient or advanced on the literacy portion of the 8th grade Benchmark. The lowest identified areas for the combined students were: OR; Content 63%, MC; Content 63%, Writing Multiple Choice 38%. The lowest identified areas for the students with disabilities were: OR; Literary 38%, Content 50%, Practical 50%, MC; Literary 38%, Content 50%, Practical 50%, Writing Multiple Choice 38%, Writing; content 64%, Style 64%. In 2006, the combined population of seventh grade students scored in the 71 percentile in Reading on the Iowa Test of Basic Skills, students with disabilities scored in the 45 percentile in Reading on the Iowa Test of Basic Skills, socio economic deprived students scored in the 66 percentile in Reading on the Iowa Test of Basic Skills. The lowest identified areas for the combined population were: Factual Understanding 73 percentile, Inference and Interpretation 75 percentile, and Analysis and Generalization 76 percentile. The seventh grade combined population scored in the 57 percentile in total language on the Iowa Test, students with disabilities scored in the 45 percentile in total language, and socio economic deprived students scored in the 44 percentile in total language. The lowest identified areas for the combined population were capitalization 49 percentile and Punctuation 53 percentile. In 2006, the eighth grade combined population scored in the 58 percentile in Reading on the Iowa Test of Basic Skills test, students with disabilities scored in the 38 percentile in Reading on the Iowa Test of Basic Skills test, socio economic deprived students scored in the 43 percentile in Reading on the Iowa Test of Basic Skills test. The lowest identified areas for the combined population were: Factual Understanding 65 percentile, Inference and Interpretation 69 percentile, and Analysis and Generalization 62 percentile. The eighth grade combined population scored in the 47 percentile in total language on the Iowa Test, students with disabilities scored in the 20 percentile in total language, and socio economic deprived students scored in the 54 percentile in total language. The lowest identified areas for the combined population were capitalization 46 percentile and Punctuation 43 percentile. In 2006, the ninth grade combined population scored in the 56 percentile in Reading Comprehension on the Iowa Test of Educational Development test, students with disabilities scored in the 30 percentile in Reading Comprehension on the Iowa Test of Education Development test, and socio economic deprived students scored in the 43 percentile in Reading on the Iowa test of Educational Development. The lowest identified areas for the combined population were: Vocabulary 51 and Comprehension 53 percentile. The ninth grade combined population scored in the 52 percentile in language on the Iowa Test, students with disabilities scored in the 36 percentile in language, and socio economic deprived students scored in the 40 percentile in language. The lowest identified areas for the combined population were Spelling 50 and Revising Writing 51.
 3. In 2007, 57% of combined students scored proficient or advanced on the Literacy (Grade 11) exam, 60% of socio economic deprived students scored proficient or advanced on the Literacy (Grade 11) exam, 0% of students with disabilities scored proficient or advanced on the Literacy (Grade 11) exam. The lowest identified areas for the combined students were: OR; Practical 56%,

MC; Writing 75%. The lowest identified areas for the socio economic deprived students were: OR; Practical 69%, .The lowest identified areas for the students with disabilities were: OR; Literary 63%, Content 25%, and Practical 25%, MC; Content 13%, Practical 25%, Writing; Content 69%, Style 69%. In 2007 64% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 59% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 0% of the students with disabilities scored proficient or advanced on the literacy portion of the 7th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 50%, Content 50%, Practical 63%, Multiple Choice Writing 50%. The lowest identified areas for the students with disabilities were: OR; Literary 50%, Content 50%, Practical 63%, MC; Literary 38%, Content 50%, Practical 50%, Writing Multiple Choice 38%, Writing; content 64%, Style 64%. In 2007 76% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 61% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 0% of the students with disabilities scored proficient or advanced on the literacy portion of the 8th grade Benchmark. The lowest identified areas for the combined students were: OR; Content 38%, Writing Multiple Choice 50%. The lowest identified areas for the students with disabilities were: OR; Literary 63%, Content 25%, Practical 38%, MC; Literary 38%, Content 63%, Practical 38%, Writing Multiple Choice 38%, Writing; content 63%, Style 63%. In 2007, the combined population of seventh grade students scored in the 63 percentile in Reading on the Iowa Test of Basic Skills, students with disabilities scored in the 30 percentile in Reading on the Iowa Test of Basic Skills, socio economic deprived students scored in the 56 percentile in Reading on the Iowa Test of Basic Skills. The lowest identified areas for the combined population were: Factual Understanding 63 percentile, Inference and Interpretation 69 percentile, and Analysis and Generalization 67 percentile. The seventh grade combined population scored in the 47 percentile in total language on the Iowa Test, students with disabilities scored in the 15 percentile in total language, and socio economic deprived students scored in the 44 percentile in total language. The lowest identified areas for the combined population were vocabulary 42 percentile and over capitization 51 percnetile. In 2007, the eighth grade combined population scored in the 63 percentile in Reading on the Iowa Test of Basic Skills test, students with disabilities scored in the 21 percentile in Reading on the Iowa Test of Basic Skills test, socio economic deprived students scored in the 58 percentile in Reading on the Iowa Test of Basic Skills test. The lowest identified areas for the combined population were: Vocabulary 42 percentile, Spelling 29 percentile. The eighth grade combined population scored in the 48 percentile in total language on the Iowa Test, students with disabilities scored in the 15 percentile in total language, and socio economic deprived students scored in the 42 percentile in total language. The lowest identified areas for the combined population were Nouns, Pronouns 56 percentile and Apostrophe 40 percnetile. In 2007, the ninth grade combined population scored in the 55 percentile in Reading Comprehension on the Iowa Test of Educational Development test, students with disabilities scored in the 25 percentile in Reading Comprehension on the Iowa Test of Education Development test, and socio economic deprived students scored in the 42 percentile in Reading on the Iowa test of Educational Development. The lowest identified areas for the combined population were: Vocabulary 60 and Words with AFF. 59 perentile. The ninth grade combined population scored in the 53 percentile in language on the Iowa Test, students with disabilities scored in the 19 percentile in language, and socio economic deprived students scored in the 45 percentile in language. The lowest identified areas for the combined population were Spelling 42 and Organization of Materials 51.

4. Students have scored an average of 21.6 on the ACT exam in English and a 22.4 in reading during the 2005, 2006, and 2007 school years.
5. The 2007 Arkansas Adequate Yearly Progress Report list the Salem High School graduation rate as meeting the state standard.
- 6.

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

Benchmark To meet the state Adequate Yearly Progress (AYP) requirement anually

Intervention: Align literacy curriculum to the Arkansas Frameworks.				
Scientific Based Research: Dr. Heidi Hayes Jacobs: Getting Results with Curriculum Mapping. (2004) p. 1-181				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Training in the curriculum mapping and alignment process. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/15/2007 End: 08/15/2007	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

ALIGNMENT: Generate a common, grade-level specific curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Kim Smith Harber, Literacy Teacher	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
COLLABORATION: Special Education teachers will meet with regular classroom teachers to align the literacy curriculum and ensure that proper modifications are being made in the regular class . Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Johnny Smith/Patricia Russell, Special Education Teachers	Start: 08/21/2007 End: 08/25/2007	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ALIGNMENT: Teachers will meet in multi-level department meetings. Aligning the curriculum throughout grade levels will be the focus . Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Kim Smith-Harber, Literacy Teacher	Start: 08/16/2007 End: 08/16/2007	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers and administration will conduct a yearly evaluation to determine effectiveness of mapping process. The state criterion referenced test will be used to evaluate the mapping process . Action Type: Alignment Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The high school will purchase Study Island software to help prepare students for the seventh and eighth grade benchmark. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner	Start: 01/02/2008 End: 05/28/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - \$376.00 Materials & Supplies: ACTION BUDGET: \$376
Total Budget:				\$376

Intervention: Continue To Use Accelerated Reader Program

Scientific Based Research: Renaissance Learning, Inc., March 2002, Summary of Research. p. 1-56.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Teachers will receive appropriate staff development to support the program. In addition, all teachers will receive six hours of technology training each year. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 06/01/2007 End: 05/31/2008	<ul style="list-style-type: none"> Computers Outside Consultants 	ACTION BUDGET: \$
COLLABORATION: Teachers will meet with the librarian to plan for the purchase of accelerated reader books. Books will be purchased to improve and continue the accelerated reader program. Action Type: Collaboration	Kim Smith-Harber, Literacy Teacher-Sharon Blevins, Librarian	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Outside Consultants Teachers 	Title V - Materials & Supplies: \$1783.50 ACTION BUDGET: \$1783.5

Action Type: Technology Inclusion				
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will use the Accelerated Reader program to assess student reading comprehension. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Racheal Foster, Literacy Teacher	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will review the STAR reading results at the beginning and end of the school year to determine if reading levels have progressed. Reading comprehension results from the national norm referenced test will be used to evaluate the program. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 05/01/2008 End: 05/27/2008	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
COORDINATION OF FUNDS: Technology will be purchased, including 14 computers and 8 printers to support programs that promote learning for all students. 7 LCD projectors and 10 screens will be purchased. The district plans to purchase computers and technology supplies. The technology will be used to maintain the Accelerated Reader Program. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner	Start: 08/21/2007 End: 05/31/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers 	NSLA (State-281) - \$21748.00 Materials & Supplies: ACTION BUDGET: \$21748
Total Budget:				\$23531.5

Intervention: Reduce class size in English.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION OF FUNDS: Title I and Class Size Reduction monies will be used to reduce the size of English classes. Class size in 7th English will be reduced from 27 to 13.5 students per class. Class size in 8th English will be reduced from 20.6 to 15.5 students per class. We have added an additional two sections of English in the 7th and one additional section in the 8th grade which are not required by the standards.	Wayne Guiltner, Principal-L. A. Lindsey, Counselor	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Title Teachers 	Title I - Employee Salaries: \$28273.00 Title I - Employee Benefits: \$7832.67 ACTION BUDGET: \$36105.67
COLLABORATION: The impact of class size reduction on literacy skills will be closely monitored by the teachers and administration. Action Type: Plan Evaluation	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
COLLABORATION: Salem teachers and administration will conduct a yearly review of the ACSIP plan to determine its effectiveness. Seventh and eighth grade state criterion referenced test and national norm referenced test results will be used to evaluate the effectiveness of class reduction.	Wayne Guiltner, Principal	Start: 08/14/2007 End: 08/16/2007	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Plan Evaluation Action Type: Title I Schoolwide				
RECRUITING AND MAINTAINING OF HIGHLY QUALIFIED TEACHERS: All teachers will be highly qualified by the end of the 2005-2006 school year. All teachers will be highly qualified by the end of the 2005-2006 school year. Newspapers, on-line postings and various media will be used to attract highly qualified teachers. Action Type: Title I Schoolwide	Ken Rich	Start: 08/21/2007 End: 05/31/2008	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Total Budget:				\$36105.67

Intervention: After School Tutoring Program.				
Scientific Based Research: Gil G. Norm (2004). After School Education: A New Ally for Education Reform, 1-3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
POINT-IN-TIME REMEDIATION: An after school program will be offered to eligible students on Monday through Thursday of each week. Students will receive small group instruction in various areas of literacy based upon teacher recommendation, student-parent concern, and/or remediation plan. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 10/02/2007 End: 05/08/2008	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$1366.00 Employee Benefits: NSLA (State-281) - \$4000.00 Employee Salaries: <hr/> ACTION BUDGET: \$5366
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: The instruction provided to the student will include interactions with the highly qualified teacher and with computer software. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 10/02/2007 End: 05/08/2008	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
COLLABORATION: At the end of the school year, the tutoring program will be evaluated by the staff to determine strengths and weaknesses, and to recommend any changes. Administrators and teachers will evaluate students who have been in after school tutoring by reviewing ACTAAP results. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 05/07/2008 End: 05/27/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$5366

Intervention: To incorporate open response questions in all classes.				
Scientific Based Research: Reeves, Doug. 2004. Accountability in Action, pg 185-208.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will use open response questions in all classes. Action Type: AIP/IRI Action Type: Equity	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

PARENTAL INVOLVEMENT: Parents will be informed about instruction methods and testing procedures during the annual public meeting, parent conferences, and newsletters. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers will monitor students writing in each class. Teachers will examine ACTAAP results to evaluate the efforts made to improve performance on open response items on the ACTAAP exams. Action Type: Plan Evaluation	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
NEEDS ASSESSMENT: An academic improvement plan will be written for students not scoring proficient or above on the ACTAAP exams. The focus of the plan will be on improving student performance on open response items. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/14/2007 End: 08/14/2007	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide study skills classes for students in the 7th grade.				
Scientific Based Research: Contributions of Study Skills to Academic Competence. Gettinger, Maribeth, Seibert. School Psychology Review, 02796015, 2002, Vol. 31, Issue 3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Study skills classes will be used in the 7th grade to provide additional practice in English and Math. 39 students will be involved in study skills classes which are not required. Students will receive supplemental instruction in Math and English. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers will evaluate the productivity of study skills classes by examining progress made by students in study skills class. Teachers and administrators will review seventh grade ACTAAP results to evaluate the effectiveness of study skills class. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Step Up To Writing.				
Scientific Based Research: Vaughn, Gersten, and Chard (2000). How Step Up to Writing Supports the Underlying Message in LD Intervention Research: Findings fro Research Synthesis. The Council for Exceptional Children, 99-114.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: The Step Up to Writing Program will continue to be used in grades 7-12 to provide a consistent guide for writing instruction. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$

ALIGNMENT: Purchase materials and supplies necessary to continue the use of the Step Up to Writing Program.	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
COLLABORATION: Teachers and Administrators will closely monitor the Step Up to Writing program. ACTAAP results will be used to evaluate the effectiveness of the program. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/14/2007 End: 05/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
INSTRUCTION FORM HIGHLY QUALIFIED TEACHERS: Teachers will assign and grade at least two Step Up to Writing prompts per quarter.	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Computers District Staff Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To create positive parent relationships that will allow parents to be involved in their child's education.

Scientific Based Research: McDonald, Erma. Developing Positive Parent Partnerships. Education World, October 7, 2005. www.education.com

Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENTAL INVOLVEMENT: To continue the Renaissance program that rewards students for making the honor roll and perfect attendance. Parents are invited to attend assemblies and events to recognize students for their outstanding performance. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: A bi-monthly newsletter will be distributed to parents to keep them informed of student accomplishments and up-coming school events. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: A parent center will be located in the high school office. It will serve as a resource center for parents. The center will make available to parents school calendar information, tips for parents (also in library), a volunteer resource book, and reports on student performance. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Salem principal Wayne Guiltner designates himself the Parent Involvement Facilitator. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Family kits will be prepared to encourage communication between the school and parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Two parent/teacher conferences will be held each school year.	Wayne Guiltner, Principal	Start: 08/21/2007 End:	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement		05/30/2008		
PARENTAL INVOLVEMENT: Parents will have the opportunity to serve on an Alumni advisory committee. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	ACTION BUDGET: \$
TRANSITION: Parents of seventh grade students will be invited to a Parents Make a Difference Night. During this meeting, parents will be informed of techniques to help ensure students' success. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/15/2007 End: 08/15/2007	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
TRANSITION: Meetings providing information to parents and will be held throughout the year. Parents of Seniors will be invited to a Financial Workshop. College financial advisors will be brought in to inform parents how to fill out financial aid packets. All parents will be invited to a Public Meeting to discuss student achievement. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 02/01/2008 End: 02/28/2008	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: All parents who attend the parent/teacher conferences will be recognized in the local newspaper at the end of the school year for their contributions to their child's success in school. Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 05/31/2008 End: 06/10/2008	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: A Parent/Student/Teacher/Principal Compact will be distributed in the student handbooks each year. A list of recommendations are provided for each involved party to ensure a successful educational experience. The compact is signed by all of the involved parties and filed in the principal's office each year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/31/2008	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers and administrators will evaluate the parental involvement plan each year. Teachers and administrators will evaluate parent survey results each year. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/16/2007 End: 08/16/2007		ACTION BUDGET: \$
PARENTAL INVOLVEMENT: The district will purchase Edline software. Parents will be able to access their students' grades by using Edline. The district will purchase one computer for parent access to the edline software. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 10/24/2007 End: 05/31/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$

COORDINATION OF FEDERAL FUNDS: Funds will be used to purchase LCD projectors and accessories for classrooms. Action Type: Parental Engagement	Shaun Windsor	Start: 08/20/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers 	NSLA (State-281) - \$4000.00 Materials & Supplies: ACTION BUDGET: \$4000
TRANSITION: Parents will be invited to attend a meeting for parents of eighth grade students. The meeting will inform parents on how to be involved in their student's career plan and how to be involved in making decisions. Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 01/02/2008 End: 03/31/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
COORDINATION OF FUNDS: Edline tech-support will be purchased to provide parents with the opportunity to check their child's grades online. Action Type: Professional Development Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/20/2007 End: 10/31/2007	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	NSLA (State-281) - \$1750.00 Purchased Services: ACTION BUDGET: \$1750
PARENTAL INVOLEMENT: Equity complaints should be made to the district equity coordinator Wayne Guiltner. Action Type: Equity	Wayne Guiltner, Principal	Start: 08/20/2007 End: 05/16/2008		ACTION BUDGET: \$
Total Budget:				\$5750

Intervention: The Orchard software will be purchased and implemented 7-12				
Scientific Based Research: Marchisan, M.L. and Alber, S.R. (2001). The Write Way: Tips for Teaching the Writing Process to Resistant Writers. Intervention in School and Clinic, 36(3), 154-162				
Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Orchard software will continue to be used 7-12 for the 2007-2008 school year in the high school.	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Classroom teachers will be able to generate individual literacy assignments for students on the computer. The program will be installed on every computer for all students to have access. Action Type: Equity Action Type: Technology Inclusion	Shawn Windsor	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
POINT-IN-TIME REMEDIATION: The software will also be used to tutor students requiring remediation in literacy skills. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

- In 2005, 53% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 41% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 38% of students with disabilities scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Number Sense Properties and Operations 38%, Geometry and Spatial Sense 50%, Measurement 38%, Data Analysis Statistics and Probability 38%, Patterns Algebra and Functions 50%, MC; Number Sense Properties and Operations 50%, Geometry and Spatial Sense 50%, Measurement 50%, Data Analysis Statists

Supporting Data:

- and Probability 50%, Patterns Algebra and Functions 50%. The lowest identified areas for socio economic deprived students were: OR; . The lowest identified areas for students with disabilities were: OR; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 25%, Measurement 50%, Data Analysis Statistics and Probability 38%, Patterns Algebra and Functions 25%, MC; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 50%, Measurement 38%, Data Analysis Statistics and Probability 38%, Patterns Algebra and Functions 38%. In 2005, 76% of combined students scored proficient or advanced on the Algebra End of Course Exam, 63% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 38% of students with disabilities scored proficient or advanced on the Algebra End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Algebra 50%, Solve Equations and Inequalities 38%, Graphs and Tables 25%, Functions Relations and Patterns 50%, Polynomial Operations 25%. The lowest identified areas for socio economic deprived students were: OR; Language of Algebra 50%, Solve Equations and Inequalities 25%, Graphs and Tables 25%, Functions Relations and Patterns 38%, Polynomial Operations 25%. The lowest identified areas for students with disabilities were: OR; Language of Algebra 25%, Solve Equations and Inequalities 13%, Graphs and Tables 13%, Functions Relations and Patterns 25%, Polynomial Operations 25%, MC; Language of Algebra 58%, Solve Equations and Inequalities 50%, Functions Relations and Patterns 58%, Polynomial Operations 50%. In 2005, 66% of combined students scored proficient or advanced on the Geometry End of Course Exam, 63% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 0% of students with disabilities scored proficient or advanced on the Geometry End of Course Exam. The lowest identified areas for the combined population were: OR; Relationships 25%, Shape 50%, Size 38%, MC; Relationships 58%. The lowest identified areas for socio economic deprived students were: OR; Dimensions 13%, Relationships 25%, Shape 50%, Size 38%, MC; Relationships 58%. The lowest identified areas for students with disabilities were: OR; Patterns 58%, Dimensions 25%, Relationships 0%, Shape 0%, Size 25%, MC; Patterns 58%, Dinemnsions 42%, Relationships 42%, Shape 50%, Size 58%. In 2005, the seventh grade combined population scored in the 70 percentile on the Iowa Test of Basic Skills, students with disabilities scored in the 43 percentile on the Iowa Test of Basic Skills, and socio economic deprived students scored in the 64 percentile on the Iowa Test of Basic Skills. The lowest identified areas for the combined population were: Number Properties and Operations 73 percentile, Algebra 81 percentile, Geomtry 77 percentile, Measurement 70 percentile, Probability and Statistics 77 percentile, Estimation 58 percentile, Problem Solving 71 percentile, and Data Interpretation 68 percentile. In 2005, the eighth grade combined population scored in the 53 percentile on the Iowa Test of Basic Skills, students with disabilities scored in the 33 percentile on the Iowa Test of Basic Skills, and socio economic deprived students scored in the 47 percentile on the Iowa Test of Basic Skills. The lowest identified areas for the combined population were: Number Properties and Operations 60 percentile, Algebra 63 percentile, Geometry 57 percentile, Measurement 57 percentile, Probability and Statistics 66 percentile, Estimation 47 percentile, Problem Solving 54 percentile, and Data Interpretation 56 percentile. In 2005, the ninth grade combined population scored in the 66 percentile on the Iowa Test of Educational Development, students with disabilities scored in the 60 percentile on the Iowa Test of Educational Development, socio economic deprived students scored in the 63 percentile on the Iowa Test of Educational Development. The lowest identified areas for the combined population were: Concepts and Procedures 64 percentile, Data Interpretation 47 percentile, and Problem Solving 66 percentile.
2. In 2006, 74% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 48% of socio economic deprived students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 40% of students with disabilities scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Number Sense Properties and Operations 25%, Algebra 38%, Geometry 25%, Measurement 38%, Data Analasis Probability 38%, MC; Algebra 63 %, Geometry 63%, Measurement 67%, Data Analysis Statists and Probability 56%. The lowest identified areas for socio economic deprived students were: OR; . The lowest identified areas for students with disabilities were: OR; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 13%, Measurement 50%, Data Analysis Statistics and Probability 63%, Patterns Algebra and Functions 25%, MC; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 38%, Measurement 50%, Data Analysis Statistics and Probability 38%, Patterns Algebra and Functions 50%. In 2006, 50% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 27% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 0% of students with disabilities scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Algebra 38%, Geometry 25%, Measurement 50%, Data Analasis and Probability 44%, MC; Algebra 50%, Geometry 50%, Measurement 57%, Data Analysis Statists and Probability 44%. The lowest identified areas for socio economic deprived students were: OR; . The lowest identified areas for students with disabilities were: OR; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 13%, Measurement 50%, Data Analysis Statistics and Probability 63%, Patterns Algebra and Functions 25%, MC; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 38%, Measurement 50%, Data Analysis Statistics and Probability

38%, Patterns Algebra and Functions 50%. In 2006, 90% of combined students scored proficient or advanced on the Algebra End of Course Exam, 37% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 100% of students with disabilities scored proficient or advanced on the Algebra End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Algebra 56%, Solve Equations and Inequalities 54%, MC; Non-Linear Functions 57%. The lowest identified areas for socio economic deprived students were: OR; . The lowest identified areas for students with disabilities were: OR; Language of Algebra 0%, Solve Equations and Inequalities 0%, Graphs and Tables 13%, Functions Relations and Patterns 0%, Polynomial Operations 38%, MC; Language of Algebra 33%, Solve Equations and Inequalities 42%, Graphs and Tables 58%, Functions Relations and Patterns 25%, Polynomial Operations 58%. In 2006, 71% of combined students scored proficient or advanced on the Geometry End of Course Exam, 75% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 0% of students with disabilities scored proficient or advanced on the Geometry End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Geometry 63%, Triangles 50%, Measurement 38%, MC; Triangles 67%, Relationships Between Two and Three Dimensions 64%. In 2006, the combined seventh grade population scored in the 71 percentile in total math, students with disabilities scored in the 28 percentile, and socio economically deprived students scored in the 68 percentile. The lowest identified areas for the combined population were: Problem solving and data interpretation 68 percentile and Computation 66 percentile. In 2006, the combined eighth grade population scored in the 58 percentile in total math, students with disabilities scored in the 28 percentile, and socio economically deprived students scored in the 52 percentile. The lowest identified areas for the combined population were: Problem solving and data interpretation 55 percentile and Computation 53 percentile. In 2006, the combined ninth grade population scored in the 59 percentile in total math, students with disabilities scored in the 44 percentile, and socio economically deprived students scored in the 58 percentile. The lowest identified areas for the combined population were: Problem solving and data interpretation 67 percentile and Computation 57 percentile.

3. In 2007, 71% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 65% of socio economic deprived students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 22% of students with disabilities scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Algebra 13%, Geometry 50%, Data Analysis Probability 25%, MC; Data Analysis Statistics and Probability 50%. The lowest identified areas for socio economic deprived students were: OR; . The lowest identified areas for students with disabilities were: OR; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 13%, Measurement 50%, Data Analysis Statistics and Probability 63%, Patterns Algebra and Functions 25%, MC; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 38%, Measurement 50%, Data Analysis Statistics and Probability 38%, Patterns Algebra and Functions 50%. In 2007, 62% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 50% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 20% of students with disabilities scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Number and Operations 38%, Algebra 50%, Measurement 25%, Data Analysis and Probability 50%, MC; Number and Operations 50%, Algebra 50%, Geometry 50%. The lowest identified areas for socio economic deprived students were: OR; . The lowest identified areas for students with disabilities were: OR; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 13%, Measurement 50%, Data Analysis Statistics and Probability 63%, Patterns Algebra and Functions 25%, MC; Number Sense Properties and Operations 25%, Geometry and Spatial Sense 38%, Measurement 50%, Data Analysis Statistics and Probability 38%, Patterns Algebra and Functions 50%. In 2007, 78% of combined students scored proficient or advanced on the Algebra End of Course Exam, 78% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 17% of students with disabilities scored proficient or advanced on the Algebra End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Algebra 38%, Solve Equations and Inequalities 50%, MC; Non-Linear Functions 50%. MC: Non-Linear Functions 67%, Data Interpretation and Probability 73%, Solve Equations and Inequalities 69%. The lowest identified areas for socio economic deprived students were: OR; . The lowest identified areas for students with disabilities were: OR; Language of Algebra 0%, Solve Equations and Inequalities 0%, Graphs and Tables 13%, Functions Relations and Patterns 0%, Polynomial Operations 38%, MC; Language of Algebra 33%, Solve Equations and Inequalities 42%, Graphs and Tables 58%, Functions Relations and Patterns 25%, Polynomial Operations 58%. In 2007, 81% of combined students scored proficient or advanced on the Geometry End of Course Exam, 77% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 33% of students with disabilities scored proficient or advanced on the Geometry End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Geometry 50%, Triangles 38%, Measurement 50%, Relations between two and three dimensions 50%, Coordinate Geometry and Transformations 63%, MC; Triangles 67%, Relationships Between Two and Three Dimensions 7%. In 2007, the combined seventh grade population scored in the 58 percentile in total math, students with disabilities scored in the 37

percentile, and socio economically deprived students scored in the 47 percentile. The lowest identified areas for the combined population were: Problem solving and data interpretation 60 percentile and Computation 44 percentile. In 2007, the combined eighth grade population scored in the 57 percentile in total math, students with disabilities scored in the 53 percentile, and socio economically deprived students scored in the 53 percentile. The lowest identified areas for the combined population were: Problem solving and data interpretation 53 percentile and Computation 61 percentile. In 2007, the combined ninth grade population scored in the 58 percentile in total math, students with disabilities scored in the 47 percentile, and socio economically deprived students scored in the 51 percentile. The lowest identified areas for the combined population were: Problem solving and data interpretation 67 percentile and Computation 58 percentile.

4. Students have scored an average of 20.9 in mathematics on the ACT exam during the 2005, 2006, and 2007 school years.
5. The 2007 Arkansas Adequate Yearly Progress Report lists the Salem High School graduation rate as meeting the state standard.

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

Benchmark To meet the state Adequate Yearly Progress (AYP) requirement annually.

Intervention: Align math curriculum to the Arkansas Frameworks.				
Scientific Based Research: Dr. Heidi Hayes Jacobs: Getting Results with Curriculum Mapping. (2004) p. 1-181				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Training in the curriculum mapping and alignment process. Action Type: Alignment Action Type: Professional Development	Wayne Guiltner, Principal	Start: 08/14/2007 End: 08/14/2007	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
ALIGNMENT: Generate a common, grade-level specific curriculum. Action Type: Alignment	Ted Kerley, Math Teacher	Start: 08/14/2007 End: 05/30/2008	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
NEEDS ASSESSMENT: Special education teachers will meet with classroom teachers to align the math curriculum and ensure that proper modifications are being made in the regular class. Action Type: Alignment Action Type: Equity Action Type: Special Education	Johnny Smith, Special Education Teacher	Start: 08/21/2007 End: 08/25/2007	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
ALIGNMENT: Teachers will meet in multi-level department meetings. Aligning the curriculum throughout grade levels will be the focus. Action Type: Alignment Action Type: Collaboration	Ted Kerley, Math Teacher	Start: 08/14/2007 End: 05/30/2008	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers and administration will conduct a yearly review of alignment process to determine its effectiveness. Information from the state mandated criterion referenced exams will be used to check the effectiveness of the alignment. Action Type: Alignment Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The high school will purchase Study Island software to help prepare students for the seventh and eighth grade benchmark. Action Type: AIP/IRI	Wayne Guiltner	Start: 01/02/2008 End: 05/28/2008	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	NSLA (State-281) - \$376.00 Materials & Supplies:

Action Type: Parental Engagement				ACTION BUDGET:	\$376
Total Budget:					\$376

Intervention: Reduce class size in mathematics.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds	
COLLABORATION: The impact of class size reduction on math skills will be closely monitored by the teachers and administration. Action Type: Plan Evaluation	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$	
COLLABORATION: Salem teachers and administration will conduct a yearly review of the ACSIP plan to determine its effectiveness. Seventh and eighth grade math benchmark results will be used to determine the effectiveness of class reduction. Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$	
COORDINATION OF FUNDS: Title I and Class size reduction will be used to reduce the size of Math classes. Class size in 7th Math will be reduced from 27 to 13.5 students per class. Class size in 8th Math will be reduced from 20.6 to 15.5 students per class. We have added two additional sections in the 7th grade and one in 8th grade which are not required by the standards. Action Type: Collaboration	Wayne Guiltner	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office Title Teachers 	Title I - Employee Salaries: \$22619.00 Title I - Employee Benefits: \$6267.00 ACTION BUDGET: \$28886	
RECRUITING AND MAINTAINING OF HIGHLY QUALIFIED TEACHERS: All teachers will be highly qualified by the end of the 2005-2006 school year. Newspapers, on-line postings and various media will be used to attract highly qualified teachers. Action Type: Title I Schoolwide	Ken Rich	Start: 08/21/2007 End: 05/31/2008	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$	
Total Budget:					\$28886

Intervention: To incorporate open response questions in the curriculum.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers will use open response questions in all classes. Action Type: AIP/IRI Action Type: Equity	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Parents will be informed about instruction methods and testing procedures during the annual public meeting, parent conferences, and newsletters. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

COLLABORATION: Teachers will review students' writing to evaluate the effectiveness of incorporating open response questions into each class. Teachers and administrators will examine ACTAAP results to evaluate the efforts made to improve performance on open response times on the ACTAAP exams. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: An academic improvement plan will be written for students that do not score proficient for above on the ACTAAP exams. The focus of the plan will be to improve student performance on open response questions. Action Type: AIP/IRI Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/14/2007 End: 08/14/2007	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve mathematics curriculum by continuing to teach the Transition to College Mathematics course, College Algebra, and College Trigonometry;				
Scientific Based Research: High School Curriculum Vol.1, No. 1, August-September 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Continue to offer Transition to College Math as a fourth year math course at Salem High.	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Provide staff development necessary for teacher to teach Transition to College Mathematics course. Action Type: Professional Development	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
ALIGNMENT: Through a cooperative agreement with Ozarka College -- Continue to offer College Algebra and College Trigonometry as a fourth year course on the Salem campus. Action Type: Collaboration	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
COLLABORATION: The administration and math staff will evaluate the effectiveness of the Transition to College Math course at the conclusion of the school year. Evaluation will be made using ACT results, student grades, and teacher observation. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 05/01/2008 End: 06/01/2008	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
COORDINATION OF FUNDS: The district will purchase 10 new TI-83 Plus calculators for the Transition to College Math course. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/30/2007 End: 08/30/2007	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	NSLA (State-281) - \$1000.00 Materials & Supplies: ACTION BUDGET: \$1000
Total Budget:				\$1000

Intervention: Provide study skills classes for students in the 7th grade.				
Scientific Based Research: Contributions of Study Skills to Academic Competence. Gettinger, Maribeth, Seibert. School Psychology Review, 02796015, 2002, Vol. 31, Issue 3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Study skills classes will be used in the 7th grade to provide additional practice in English and Math. 39 students will be involved in study skills classes which are not required. Students will receive supplemental instruction in Math and English. Action Type: AIP/IRI Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
COLLABORATION: Teacher and Administrators will evaluate the productivity of study skills classes by reviewing student progress. Teachers and Administrators will evaluate the seventh grade state criterion referenced test and national norm referenced test results. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Step Up to Writing				
Scientific Based Research: Vaughn, Gersten, and Chard (2000). How Step Up to Writing Supports the Underlying Message in LD Intervention Research: Findings from Research Synthesis. The Council for Exceptional Children, 99-114.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: The Step Up to Writing Program will be implemented 7-12 to provide a consistent guide for writing instruction. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
ALIGNMENT: Purchase materials and supplies necessary to continue use of the Step Up to Writing Program.	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
COLLABORATION: Teachers and Administrators will closely monitor the effectiveness of the Step Up to Writing program. ACTAAP results will be used to measure effectiveness. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Orchard software will be purchased and implemented 7-12.				
Scientific Based Research: Adams, T.L. (2000-2001). Helping Children Learn Mathematics Through Multiple Intelligences and Standards for School Mathematics. Childhood Education, 77(2), 86-92.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Orchard software will be implemented 7-12 in the high school. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Classroom teachers will be able to generate individual math assignments for students on the computers. The program will be installed on every computer for all students to have access. Action Type: Equity Action Type: Technology Inclusion	Shawn Windsor	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
POINT-IN-TIME REMEDIATION: The software will also be used to tutor students requiring remediation in math skills. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

COLLABORATION: Each year, the program will be evaluated to determine any necessary changes to be made. Consideration of additional learning trees will also be made at that time. Administrators and teachers will evaluate students who have used Orchard in Remediation. The district plans to purchase software to supplement math through science instruction. Action Type: Plan Evaluation	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: After School Tutoring Program.				
Scientific Based Research: Gil G. Norm (2004). After School Education: A New Ally for Education Reform, 1-3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION OF FUNDS: An after school tutoring program will be offered to eligible students on Monday through Thursday of each week. Students will receive small group instruction in various areas of literacy based upon teacher recommendation, parent-student concern, and/or remediation plan.	Wayne Guiltner, Principal	Start: 10/02/2007 End: 05/08/2008	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$1366.00 Employee Benefits: NSLA (State-281) - \$4000.00 Employee Salaries: <hr/> ACTION BUDGET: \$5366
POINT-IN-TIME REMEDIATION: The instruction provided to the student will include interactions with the teacher and with computer software. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/30/2008	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
COLLABORATION: At the end of each school year, the tutoring program will be evaluated by the staff to determine strengths and weaknesses, and to recommend any changes. Teachers and Administrators will evaluate students who have been in after school tutoring by comparing their ACTAAP results from one year to the next. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 05/30/2008 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$5366

Intervention: Professional Development				
Scientific Based Research: Lindstrom, P.H. and Speck, M. (2004). The Principal as Professional Development Leader. Corwin Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: The teachers and principal will obtain 60 hours of professional development. Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 06/01/2007 End: 05/31/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: The teachers and principal will obtain 6 hours of technology professional development. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 06/01/2007 End: 05/31/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: The teachers and principal will obtain 1 hour of Nutrition and Fitness professional development.	Wayne Guiltner, Principal	Start: 08/15/2007 End:	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness		08/15/2007		
PROFESSIONAL DEVELOPMENT: Teachers will obtain 2 hours of Parental Involvement professional development. The principal will obtain 3 hours of Parental Involvement professional development. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 06/01/2007 End: 05/31/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers who teach Arkansas History will obtain 2 hours of professional development in Arkansas History. Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 06/01/2007 End: 05/31/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
COLLABORATION: Administrator will monitor teachers' professional development hours. Administrators and teachers will evaluate the plan each year based on state standards. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2007 End: 05/31/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

- 2005-2006 School Health Index High School: Module 1 - 80% Module 2 - 93% Module 3 - 84% Module 4 - 91% Module 8 - 78% Free and Reduced Price Meal Eligibility SY 05-06: High School- 49% paid, 5% reduced, 54% free. Migrant 05-06: 0 Homeless 05-06: 1 2005-2006 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 8th, 10th, and 12th grade students meets or exceeds the state averages. In 2004-2005, 310 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: High School: Males-49% Females-47.8%;
- 2006-2007 School Health Index High School: Module 1-93% Module 2-97% Module 3-87% Module 4-92% Module 8-55% Free and Reduced Price Meal Eligibility SY 06-07: High School- 49% paid, 12% reduced, 39% free. Migrant 06-07: 0 Homeless 06-07: 1 2006-2007 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 8th, 10th, and 12th grade students meets or exceeds the state averages. In 2005-2006, 271 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: High School: Males-53.3% Females-47.7%;
- 2007-2008 School Health Index: High School: Module 1 - 92% Module 2 - 96% Module 3 - 87% Module 4 - 92% Module 8 - 55% Free and Reduced Price Meal Eligibility SY 07-08: High School- 51% paid, 9% reduced, 40% free. Migrant 07-08: 2 Homeless 07-08: 3 2007-2008 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 8th, 10th, and 12th grade students meets or exceeds the state averages. In 2006-2007, 252 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: High School: Males-50% Females-48.3%;

Supporting Data:

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

Benchmark By the 2007-2008 school year, there will be a decrease of the average BMI for students in the Salem School District by 1/4% as evaluated by the 2006-2007 results of the annual BMI screening.

Intervention: Salem Schools will provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food choices and educate them concerning life-long physical activities which will result in higher academic achievement and a healthier life.				
Scientific Based Research: Moag-Stahlberg, Alicia. The Learning Connection: Better Health, Better Performance. Our Children, The National PTA's Magazine, pg. 1-3. (10/1/2006). Pediatrics, Vol. 105 No. 5, pp. 1156-1157. 2000. Physical Fitness and Activity in Schools. American Academy of Pediatrics.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

WELLNESS: Salem Schools will support staff members in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside of school. Action Type: Wellness	Ken Rich	Start: 08/15/2007 End: 05/21/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
WELLNESS: The Salem School District will promote and support a curriculum emphasizing healthy living and physical activity. The curriculum will be aligned with the Arkansas Health Frameworks. Action Type: Title I Schoolwide Action Type: Wellness	Wayne Guiltner, Principal	Start: 08/15/2007 End: 05/21/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
WELLNESS: The Salem School District will involve parents in physical activity and nutrition education through homework activities, school menus, and parent meetings. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Wayne Guiltner, Principal	Start: 08/15/2007 End: 05/21/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
WELLNESS: The Salem School District will support the computer-based system for student meal accounts. Every effort will be made to inform parents of the free and reduced lunch application process and the private lunch account process to ensure student privacy. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Martha Wood	Start: 08/15/2007 End: 05/21/2008	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
WELLNESS: Salem Schools will support the cafeterias in order to offer students healthy food choices each day. Students will also be offered a variety of low fat and skim milk with each meal. Action Type: Title I Schoolwide Action Type: Wellness	Martha Wood	Start: 08/15/2007 End: 05/21/2008	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
WELLNESS: Salem Schools will assist the Wellness Committee as the committee evaluates the effectiveness of the Wellness Plan each school year. Changes in the plan will be made accordingly. Action Type: Wellness	Ken Rich	Start: 08/15/2007 End: 05/21/2008	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Administrative Support for Wellness

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS: The Salem School District has developed district wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five federal requirements: Goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. Action Type: Collaboration Action Type: Wellness	Ken Rich	Start: 01/01/2007 End: 05/15/2008		ACTION BUDGET: \$

<p>WELLNESS: Salem Schools will facilitate the alignment and implementation of the Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Opportunities for grade level meetings and curriculum meetings will be given to review framework changes and any changes in the health curriculum. Action Type: Professional Development Action Type: Wellness</p>	Ken Rich	<p>Start: 08/15/2007 End: 05/21/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>WELLNESS: Staff development regarding physical fitness and nutrition will be held for all district teachers. Action Type: Professional Development Action Type: Wellness</p>	Melinda Coffman	<p>Start: 08/21/2007 End: 05/15/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>WELLNESS: The Nutrition and Physical Activity Committee will regularly monitor the goals of the wellness plan and evaluate the effectiveness of the interventions in place by reviewing data results from the School Health Index, the BMI, and the Youth Risk Survey. Action Type: Collaboration Action Type: Wellness</p>	Ken Rich	<p>Start: 05/01/2008 End: 05/21/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Planning Team

Classification	Name	Position	Committee
	Johnny Smith		Title V Advisory Committee
Classroom Teacher	Alanna Russell		Title V Advisory Committee
Classroom Teacher	Alanna Russell		Title I Advisory Committee
Classroom Teacher	Amanda Himschoot		High School Literacy
Classroom Teacher	April Tyree		High School Literacy
Classroom Teacher	Bob Maguffee		High School Math
Classroom Teacher	Brandon Skelton		Title V Advisory Committee
Classroom Teacher	Brandon Skelton		Title I Advisory Committee
Classroom Teacher	Brenda Guffey		High School Math
Classroom Teacher	Casey Scribner		High School Math
Classroom Teacher	Cody Curtis		High School Literacy
Classroom Teacher	Eileen McCord		High School Literacy
Classroom Teacher	Jim Bicker		Title V Advisory Committee
Classroom Teacher	Jim Bicker		Title I Advisory Committee
Classroom Teacher	Johnny Smith		Title I Advisory Committee
Classroom Teacher	Kim Smith-Harber		High School Literacy
Classroom Teacher	Larry Langston		High School Literacy
Classroom Teacher	Mike Cole		High School Math
Classroom Teacher	Patricia Dailey		High School Math
Classroom Teacher	Rachel Foster		High School Literacy
Classroom Teacher	Rhonda Huddleston		Title V Advisory Committee
Classroom Teacher	Rhonda Huddleston		Title I Advisory Committee
Classroom Teacher	Rob Long		High School Literacy
Classroom Teacher	Rona Moore		High School Math
Classroom Teacher	Seth Brazeal		High School Math
Classroom Teacher	Sue Bicker		High School Literacy
Classroom Teacher	Ted Kerley		High School Math
Non-Classroom Professional Staff	Amanda Mann		High School Literacy
Non-Classroom Professional Staff	L. A. Lindsey		Title V Advisory Committee
Non-Classroom Professional Staff	L. A. Lindsey		Title I Advisory Committee

Parent	Angela Bassham	Title I Advisory Committee
Parent	Angela Bassham	Title V Advisory Committee
Parent	Dana Johns	High School Math
Parent	Larry Brown	High School Literacy
Parent	Wendall Smith	Title I Advisory Committee
Parent	Wendall Smith	Title V Advisory Committee
Principal	David Turnbough	Title I Advisory Committee
Principal	David Turnbough	Title V Advisory Committee
Principal	Wayne Guitner	ACSIP