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School Plan

Print Version

SALEM HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

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: MS

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Priority 1: Literacy

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

Priority 2: Math

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

Priority 3: Wellness

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

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

1. In 2009, the instructional literacy team for the high school found that the data indicated that open response content was the biggest area of concern in literacy.
2. In 2009, 64% of combined students scored proficient or advanced on the Literacy (Grade 11) exam, 59% 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 69%, Content 63%, Practical 69%, MC; Literary 69%. The lowest identified areas for the socio economic deprived students were: OR; Literary 69%, Content 56%, Practical 69%, Writing MC, 69%. The lowest identified areas for the students with disabilities were: OR; Literary 44%, Content 63%, MC; Content 56%, Practical 56%, Writing; Multiple Choice 50%. In 2009 75% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 71% 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%, MC; Content 63%. The lowest identified areas for Socio-Economic Deprived students were: OR; Literary 63%, Content 50%, Practical 50%, MC; Content 63%. The lowest identified areas for students with disabilities were: OR; Literary 63%, Content 50%, Practical 50%, MC; Content 63%. In 2009, 82% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 71% 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; Literary 54%; Content 53%, Writing Multiple Choice 62%. The lowest

Supporting
Data:

- identified areas for the socio-economic deprived students were: OR; Literary 54%; Content 53%, Writing Multiple Choice 62%. The lowest identified areas for the students with disabilities were: OR; Literary 54%; Content 53%, Writing Multiple Choice 62%. In 2009, the combined population of seventh grade students scored in the 60 percentile in Reading and 50 percentile in Comprehensive Language on the Stanford 10, students with disabilities scored in the 21 percentile in Reading and 15 percentile in Comprehensive Language on the Stanford 10. In 2009, the ninth grade combined population scored in the 67 percentile in Reading Comprehension and 58 percentile in Language on the Stanford 10, students with disabilities scored in the 24 percentile in Reading Comprehension and 21 percentile in Language on the Stanford 10, and socio economic deprived students scored in the 66 percentile in Reading, 74 percentile in Math, and in the 55 percentile in Language on the Stanford 10.
3. In 2008, 77% of combined students scored proficient or advanced on the Literacy (Grade 11) exam, 71% of socio economic deprived students scored proficient or advanced on the Literacy (Grade 11) exam, 25% 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 75%, MC; Literary 75%, Content 75%. The lowest identified areas for the socio economic deprived students were: OR; Literary 75% Content 69%, MC; Literary 75%, Content 75%. The lowest identified areas for the students with disabilities were: OR; Literary 56%, Content 50%, MC; Content 50%, Practical 63%, Writing; Multiple Choice 63%. In 2008 79% of the combined students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 65% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 7th grade Benchmark, 0% of the students with disabilities scored proficient or advanced on the literacy portion of the 7th grade Benchmark. The lowest identified areas for the combined students were: OR; Literary 69%, Content 63%, Practical 63%, Multiple Choice Writing 50%; MC; Practical 57%. The lowest identified areas for the students with disabilities were: OR; Literary 69%, Content 63%, Practical 63%, MC; Practical 57%, Writing Multiple Choice 38%, Writing; content 64%, Style 64%. In 2008 74% of the combined students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 78% of the socio economic deprived students scored proficient or advanced on the literacy portion of the 8th grade Benchmark, 10% 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; Practical 71%, Writing Multiple Choice 71%. The lowest identified areas for the students with disabilities were: OR; Practical 71%, Writing Multiple Choice 71%. In 2008, the combined population of seventh grade students scored in the 60 percentile in Reading and 50 percentile in Comprehensive Language on the Stanford 10, students with disabilities scored in the 21 percentile in Reading and 15 percentile in Comprehensive Language on the Stanford 10. In 2008, the eighth grade combined population scored in the 59 percentile in Reading and 41 percentile in Comprehensive Language on the Stanford 10 test, students with disabilities scored in the 27 percentile in Reading and 13 percentile in Comprehensive Language on the Stanford 10 test. In 2008, the ninth grade combined population scored in the 76 percentile in Reading Comprehension and 66 percentile in Language on the Stanford 10, students with disabilities scored in the 33 percentile in Reading Comprehension and 0 percentile in Language on the Stanford 10, and socio economic deprived students scored in the 70 percentile in Reading and 63 percentile on the Stanford 10.
 4. 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.

5. Students have scored an average of 21.5 on the ACT exam in English and a 21.9 in reading during the 2007, 2008, and 2009 school years.
6. The 2009 Arkansas Adequate Yearly Progress Report list the Salem High School graduation rate as meeting the state standard.
- 7.

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

Benchmark To meet the state 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: 08/12/2009 End: 08/12/2009	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
ALIGNMENT: Administration and teachers will generate a common, grade-level specific curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/30/2010	<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: 08/12/2009 End: 08/12/2009	<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: 08/12/2009 End: 08/12/2009	<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. 100% of teachers believe that the literacy curriculum is aligned to the Arkansas Frameworks. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Continue To Use Accelerated Reader Program

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Teachers will receive appropriate staff development to support the program. In addition, all teachers will receive six hours of technology training each year. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/13/2009 End: 08/13/2009	<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. The accelerated reading program and Star Reading will be renewed. Action Type: Collaboration Action Type: Technology Inclusion	Kim Smith-Harber, Literacy Teacher-Sharon Blevins, Librarian	Start: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title I - Purchased Services: \$4500.00 Title I - Materials & Supplies: \$3000.00 ACTION BUDGET: \$7500
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: 08/18/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Evaluation: Teachers will review the STAR reading results at the beginning and end of the school year to determine if reading levels have progressed. Reading comprehension results from the national norm referenced test will be used to evaluate the program. 75% of students were at or above grade level according to the STAR reading results. 63% of teachers continue to use the accelerated reader program in their classes. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 05/01/2010 End: 05/27/2010	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
COORDINATION OF FUNDS: Technology will be purchased, 25 printers, 1 printer for the library, 10 classroom computers, 20 lab	Shaun Windsor	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers 	Title VI State - Materials & \$21979.57

computers, to support programs that promote learning for all students. Five presenters, and technology supplies will also be purchased. The technology will be used to help maintain the Accelerated Reader Program. 28 lab computers will be purchased for another lab also. Action Type: Technology Inclusion Action Type: Title I Schoolwide			<ul style="list-style-type: none"> District Staff 	Supplies: Title I - Materials & Supplies: \$39199.00 NSLA (State-281) - Materials & Supplies: \$175.00 <hr/> ACTION BUDGET: \$61353.57
Total Budget:				\$68853.57

Intervention: Reduce class size in English.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: The impact of class size reduction on literacy skills will be closely monitored by the teachers and administration. Teacher surveys show that teachers believe classroom size reduction is very important. On a rating scale of 1-5 teachers rated classroom size reduction as a 4.3. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
COLLABORATION: Salem teachers and administration will conduct a yearly review of the ACSIP plan to determine its effectiveness. Seventh and eighth grade state criterion referenced test and national norm referenced test results will be used to evaluate the effectiveness of class reduction. Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/11/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
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: 08/11/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	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
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. Tutoring and remediation will be offered for 32 weeks. Each week we will offer remediation and tutoring on Monday through Thursday from 7:20 a.m. until 7:50 a.m. and from 3:00 p.m. until 4:00 p.m. Teachers will be payed \$30.00 per	Wayne Guiltner, Principal	Start: 09/02/2009 End: 05/07/2010	<ul style="list-style-type: none"> Teachers 	Title I - Employee Salaries: \$17000.00 Title I - Employee Benefits: \$4498.81 <hr/> ACTION BUDGET: \$21498.81

hour. Action Type: Technology Inclusion Action Type: Title I Schoolwide				
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: The instruction provided to the student will include interactions with the highly qualified teacher and with computer software. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 09/02/2009 End: 05/07/2010	<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. On a rating scale of 1 to 5, teachers rated this intervention as a 3.13. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 09/03/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$21498.81

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: 08/21/2009 End: 05/30/2010	<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: 08/21/2009 End: 05/30/2010	<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. From 2008 to 2009, Salem High School eighth grade literacy scores improved from 77% to 82%. On a rating scale from 1 to 5, teachers rated this intervention 3.8. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<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: 08/14/2009 End: 08/14/2009	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Students will be able to take virtual field trips to increase knowledge that can be used in literacy and all classes. Supplies and equipment for virtual field trips and fees for virtual field trips will be purchased. Action Type: Alignment	Wayne Guiltner	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	Title I - Materials & \$7500.00 Supplies: Title I - Capital \$2000.00 Outlay:

Action Type: Equity Action Type: Technology Inclusion				Title I - Purchased Services: \$2000.00 ACTION BUDGET: \$11500
Students will receive benchmark workbooks in grades 7 and 8. The books will be used to prepare students for the 7th and 8th grade benchmark. Action Type: Alignment Action Type: Title I Schoolwide	Wayne Guiltner	Start: 08/19/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	Title I - Materials & Supplies: \$3000.00 ACTION BUDGET: \$3000
Rewards for students grades under the Renaissance program will be purchased for students. Rewards will include certificates, medals, and rewards of minimal costs.	Wayne Guiltner	Start: 08/19/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	Title I - Materials & Supplies: \$5000.00 ACTION BUDGET: \$5000
A classroom response system will be purchased to with literacy skills in all classes. Action Type: Technology Inclusion	Wayne Guiltner	Start: 08/19/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	Title I - Capital Outlay: \$5000.00 ACTION BUDGET: \$5000
Total Budget:				\$24500

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: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers will evaluate the productivity of study skills classes by examining progress made by students in study skills class. Teachers and administrators will review seventh grade ACTAAP results to evaluate the effectiveness of study skills class. Students in 7th grade performed very well on the Benchmark exam. 75% scored proficient or advanced in literacy and 87% were proficient or advanced in Math. ON a rating scale, teachers gave this intervention a 3.0. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<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
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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: 08/21/2009 End: 05/30/2010	<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: 08/21/2009 End: 05/30/2010	<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. From 2007 to 2008, Salem High School literacy scores improved from 57% to 77% on the 11th grade literacy exam and from 64% to 79% on the 7th Grade benchmark. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/14/2009 End: 05/30/2010	<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. 100% of teachers said that they were assigning and grading at least two step up to writing prompts per quarter in a recent survey.	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<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 by following parent engagement actions that reflect all requirements of ACT 307 of 2007 and ACT 397 of 2009 and any supplemental funded activities.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENTAL INVOLVEMENT: To continue the Renaissance program that rewards students for making the honor roll and perfect attendance. Parents are invited to attend assemblies and events to recognize students for their outstanding performance. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<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: 08/21/2009 End: 05/30/2010	<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: 08/21/2009 End: 05/30/2010	<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.	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Title I Schoolwide				
PARENTAL INVOLVEMENT: Information packets will be prepared to encourage communication between the school and parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: Two parent/teacher conferences will be held each school year. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
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: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	ACTION BUDGET: \$
TRANSITION: Parent Involvement Meetings. During this meeting, parents will be informed of techniques to help ensure students' success. Technology coordinator will provide training for parents relating to edline, parent-aware, and accelerated reader softwares. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/15/2009 End: 08/15/2009	<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: 02/01/2010 End: 02/28/2010	<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: 05/31/2010 End: 06/10/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
PARENTAL INVOLVEMENT: A Parent/Student/Teacher/Principal Compact will be distributed in the student handbooks each year. The following items will be in the compact: (1) provide assistance to parents in understanding content how to monitor a child's progress, standards, academic assessments, and (2) provide materials and training to help parents work with their children to improve academic achievement, (3) educate teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents (4) coordinate and integrate parent involvement programs and activities (5) ensure that information related to school and parent programs is sent to parents to the extent practical in a language parents can	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$

understand (6) provide other reasonable support for parental involvement activities as parents may request. A list of recommendations are provided for each involved party to ensure a successful educational experience. The compact is signed by all of the involved parties and filed in the principal's office each year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
COLLABORATION: Teachers and administrators will evaluate the parental involvement plan each year. Teachers and administrators will evaluate parent survey results each year. Parent surveys show that most parents are pleased with the school. However, the surveys show that parents would like to be more involved. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/16/2009 End: 08/16/2009		ACTION BUDGET: \$
PARENTAL INVOLVEMENT: The district will continue to use Edline software. Parents will be able to access their students' grades by using Edline. Action Type: Parental Engagement Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 10/24/2009 End: 05/31/2010	<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: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers 	ACTION BUDGET: \$
TRANSITION: Parents will be invited to attend a meeting for parents of eighth grade students. The meeting will inform parents on how to be involved in their student's career plan and how to be involved in making decisions. Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 01/02/2010 End: 03/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
COORDINATION OF FUNDS: Edline, school reach, and gradequick tech-support will be purchased to provide parents with the opportunity to check their child'd grades online. Action Type: Professional Development Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/20/2009 End: 10/31/2009	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	Title I - Purchased \$10000.00 Services: ACTION BUDGET: \$10000
PARENTAL INVOLEMENT: Equity complaints should be made to the district equity coordinator Wayne Guiltner. Action Type: Equity	Wayne Guiltner, Principal	Start: 08/20/2009 End: 05/16/2010		ACTION BUDGET: \$
The principal will support parents' efforts for a PTA/PTO. Action Type: Parental Engagement	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010		ACTION BUDGET: \$
There will be a Volunteer Resource Book in the Parent Center for volunteers to sign if the school needs needs them. Action Type: Collaboration Action Type: Parental Engagement	Wayne Guiltner	Start: 08/18/2009 End: 05/31/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Teachers were asked to rate the following items on a scale of 1 to 5. Open House 3.9 Parent/Teacher Conferences 4.1	Wayne Guiltner	Start: 08/19/2009 End:		ACTION BUDGET: \$

Reaissance Programs 4.0 Parent Volunteers Action Type: Parental Engagement		08/19/2009		
Migrator for Exchange will be purchased to move the e-mail from groupwise to outlook to facilitate communication between teachers and parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Shaun Windsor	Start: 08/19/2009 End: 05/30/2009		NSLA (State-281) - Materials & Supplies: \$630.00 ACTION BUDGET: \$630
Total Budget:				\$10630

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: 08/21/2009 End: 05/30/2010	<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: 08/21/2009 End: 05/30/2010	<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. ON a rating scale of 1 to 5, teachers rated the effectiveness of this intervention a 3.33. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The high school will continue to use Study Island in the seventh and eighth grade.				
Scientific Based Research: Study Island Scientific Research Base. 2008. Jennifer Watts. Magnolia Consulting, LLC.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in 7th and 8th grade will continue to use study island software to improve Benchmark scores. Student planners will also be purchased for each student. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	NSLA (State-281) - Materials & Supplies: \$1935.00 ACTION BUDGET: \$1935
Students will be given a login and password to access study island from home. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Collabortation: Teachers and administration will review Benchmark scores to evaluate the effectiveness of the Study Island software. The data collection will begin this year. ON a scale of 1 to 5, teachers rated this intervention as a 3.13. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:

\$1935

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

1. In 2009, the instructional math team for the high school found that the data indicated that open response numbers and operations for the seventh and eighth grade benchmark and open response language of algebra for the Algebra EOC and open response language of geometry for the Geometry EOC were the biggest areas of concern in math.
2. In 2009, 85% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 78% of socio economic deprived students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 50% of students with disabilities scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam. The lowest identified areas for combined population students were: OR; Numbers and Operations 13%, Algebra 34%, Geometry 39%, Measurement 44%, Data Analysis and Probability 60% MC; Algebra 57%. The lowest identified areas for socio economic deprived students were: OR; Numbers and Operations 13%, Algebra 34%, Geometry 39%, Measurement 44%, Data Analysis and Probability 60% MC; Algebra 57%. The lowest identified areas for students with disabilities were: OR; Numbers and Operations 13%, Algebra 34%, Geometry 39%, Measurement 44%, Data Analysis and Probability 60% MC; Algebra 57%. In 2009, 77% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 75% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 50% of students with disabilities scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam. The lowest identified areas for the combined population were: OR; Number and Operations 43%, Algebra 33%, Geometry 28%, Measurement 40%, Data Analysis and Probability 63%, MC; Number and Operations 54%, Algebra 58%, Geometry 52%, Measurement 61%, Data Analysis and Probability 54%. The lowest identified areas for the socio-economic deprived students were: OR; Number and Operations 43%, Algebra 33%, Geometry 28%, Measurement 40%, Data Analysis and Probability 63%, MC; Number and Operations 54%, Algebra 58%, Geometry 52%, Measurement 61%, Data Analysis and Probability 54%. The lowest identified areas for the students with disabilities were: OR; Number and Operations 43%, Algebra 33%, Geometry 28%, Measurement 40%, Data Analysis and Probability 63%, MC; Number and Operations 54%, Algebra 58%, Geometry 52%, Measurement 61%, Data Analysis and Probability 54%. In 2009, 80% of combined students scored proficient or advanced on the Algebra End of Course Exam, 79% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 29% 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 25%, Solve Equations and Inequalities 56%, Linear Functions 36%, Non-Linear Functions 31%, Data Interpretation and Probability 54%, MC; Language of Algebra 68%, Solving Equations and Inequalities 71%, Linear Functions 71%, Data Interpretation and Probability 66%. The lowest identified areas for the socio-economic deprived students were: OR; Language of Algebra 25%, Solve Equations and Inequalities 56%, Linear Functions 36%, Non-Linear Functions 31%, Data Interpretation and Probability 54%, MC; Language of Algebra 68%, Solving Equations and Inequalities 71%, Linear Functions 71%, Data Interpretation and Probability 66%. The lowest identified areas for students with disabilities were: OR; Language of Algebra 25%, Solve Equations and Inequalities 56%, Linear Functions 36%, Non-Linear Functions 31%, Data Interpretation and Probability 54%, MC; Language of Algebra 68%, Solving Equations and Inequalities 71%, Linear Functions 71%, Data Interpretation and Probability 66%. In 2009, 87% of combined students scored proficient or advanced on the Geometry End of Course Exam, 86% 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 58%, Triangles 53%, Measurement 74%, Relationships between two and three Dimensions 41%. Coordinate Geometry and Transformations 46% MC; Language of Geometry 74%, Triangles 73%, Measurement 78%, Relationships between two and three Dimensions 66%, Coordinate Geometry and Transformations 68%. The lowest identified areas for the socio-economic deprived students were: OR; Language of Geometry 58%, Triangles 53%, Measurement 74%, Relationships between two and three Dimensions 41%. Coordinate Geometry and Transformations 46% MC; Language of Geometry 74%, Triangles 73%, Measurement 78%, Relationships between two and three Dimensions 66%, Coordinate Geometry and Transformations 68%. The lowest identified areas for the students with disabilities were: OR; Language of Geometry 58%, Triangles 53%, Measurement 74%, Relationships between two and three Dimensions 41%. Coordinate Geometry and Transformations 46% MC; Language of Geometry 74%, Triangles 73%, Measurement 78%, Relationships between two and three Dimensions 66%, Coordinate Geometry and Transformations 68%. In 2008, the combined seventh grade population scored in the 67 percentile in total math, students with disabilities scored in the 27 percentile. In 2009, the combined ninth grade population scored in the 75 percentile in total math, students with disabilities scored in the 48 percentile. Economically disadvantaged students scored in the 74 percentile on the math portion of the Stanford 10.
3. In 2008, 73% of combined students scored proficient or advanced on the Math portion of the 7th grade Benchmark Exam, 61% of socio economic deprived students scored proficient or advanced

Supporting
Data:

on the Math portion of the 7th grade Benchmark Exam, 34% 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; Numbers and Operations 15%, Algebra 39%, Geometry 49%, Measurement 18%, Data Analysis and Probability 35% MC; Measurement 54%. The lowest identified areas for socio economic deprived students were: OR; Numbers and Operations 15%, Algebra 39%, Geometry 49%, Measurement 18%, Data Analysis and Probability 35% MC; Measurement 54%. The lowest identified areas for students with disabilities were: OR; Numbers and Operations 15%, Algebra 39%, Geometry 49%, Measurement 18%, Data Analysis and Probability 35% MC; Measurement 54%. In 2008, 68% of combined students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 63% of socio economic deprived students scored proficient or advanced on the Math portion of the 8th grade Benchmark Exam, 10% 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 40%, Geometry 34%, Measurement 35%, Data Analysis and Probability 31%, MC; Number and Operations 54%, Algebra 60%, Geometry 56%, Measurement 56%. The lowest identified areas for socio economic deprived students were: OR; Number and Operations 38%, Algebra 40%, Geometry 34%, Measurement 35%, Data Analysis and Probability 31%, MC; Number and Operations 54%, Algebra 60%, Geometry 56%, Measurement 56%. The lowest identified areas for students with disabilities were: OR; Number and Operations 38%, Algebra 40%, Geometry 34%, Measurement 35%, Data Analysis and Probability 31%, MC; Number and Operations 54%, Algebra 60%, Geometry 56%, Measurement 56%. In 2008, 81% of combined students scored proficient or advanced on the Algebra End of Course Exam, 82% of socio economic deprived students scored proficient or advanced on the Algebra End of Course Exam, 50% of students with disabilities scored proficient or advanced on the Algebra End of Course Exam. The lowest identified areas for the combined population were: OR; Language of Algebra 38%, Solve Equations and Inequalities 25%, Linear Functions 25%, Non-Linear Functions 25%, Data Interpretation and Probability 50%, MC; Language of Algebra 66%, Solving Equations and Inequalities 66%, Linear Functions 66%, Data Interpretation and Probability 66%. The lowest identified areas for socio economic deprived students were: OR; Number and Operations 38%, Algebra 40%, Geometry 34%, Measurement 35%, Data Analysis and Probability 31%, MC; Number and Operations 54%, Algebra 60%, Geometry 56%, Measurement 56%. . The lowest identified areas for students with disabilities were: OR; Language of Algebra 25%, Solve Equations and Inequalities 25%, Linear Functions 0%, Non Linear Functions 25, Data Interpretation and Probability 25%, MC; Linear Functions 42%, Non Linear Functions 50%. In 2008, 69% of combined students scored proficient or advanced on the Geometry End of Course Exam, 64% of socio economic deprived students scored proficient or advanced on the Geometry End of Course Exam, 20% 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 25%, Measurement 50%, Relationships between two and three Dimensions 63 %. Coordinate Geometry and Transformations 25% MC; Language of Geometry 62%, Triangles 62%, Measurement 64%, Relationships between two and three Dimensions 64%, Coordinate Geometry and Transformations 67%. The lowest identified areas for the socio economic deprived students are OR; Language of Geometry 50%, Triangles 25%, Measurement 50%, Relationships between two and three Dimensions 63 %. Coordinate Geometry and Transformations 25% MC; Language of Geometry 62%, Triangles 62%, Measurement 64%, Relationships between two and three Dimensions 64%, Coordinate Geometry and Transformations 67%. The lowest areas for students with disabilities were: OR; Language of Geometry 38%, Triangles 0%, Measurement 50%, Relationships between two and three Dimensions 25%. Coordinate Geometry and Transformations 25% MC; Language of Geometry 54%, Triangles 46%, Measurement 31%, Relationships between two and three Dimensions 46%, Coordinate Geometry and Transformations 50%. In 2008, the combined seventh grade population scored in the 67 percentile in total math, students with disabilities scored in the 27 percentile. In 2008, the combined eighth grade population scored in the 69 percentile in total math, students with disabilities scored in the 18 percentile. In 2008, the combined ninth grade population scored in the 80 percentile in total math, students with disabilities scored in the 0 percentile.

4. 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.

5. Students have scored an average of 21.03 in mathematics on the ACT exam during the 2007, 2008, and 2009 school years.
6. The 2009 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: 08/12/2009 End: 08/12/2009	<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: 08/12/2009 End: 05/31/2010	<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.	Johnny Smith, Special Education Teacher	Start: 08/12/2009 End: 08/12/2009	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Equity Action Type: Special Education				
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: 08/18/2009 End: 08/18/2009	<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. Students performed very well on the criterion referenced exams. 7th Grade math-73%, 8th grade math-68%, Algebra I-83%, Geometry-69%. On a recent survey, 100% of teachers said that the math curriculum is aligned to the state frameworks. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
60 TI-84 calculators will be purchased for students. Every student in the high school in grades 9-12 will have a graphing calculator issued to them at the beginning of the school year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Wayne Guiltner	Start: 08/19/2009 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff 	Title I - Materials \$6260.00 & Supplies: ACTION BUDGET: \$6260
Total Budget:				\$6260

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. 73% of 7th grade students were proficient or advanced on the benchmark, 68% of 8th grade students were proficient or advanced on the benchmark. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<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. 73% of 7th grade students were proficient or advanced on the benchmark, 68% of 8th grade students were proficient or advanced on the benchmark. Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

COORDINATION OF FUNDS: Title I and Class size reduction will be used to reduce the size of Math classes. Class size in 8th Math will be reduced from 26.5 to 13.3 students per class. We have added two additional sections in the 8th grade. We will pay 0.2857 FTE with this money. Action Type: Collaboration	Wayne Guiltner	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Title Teachers 	ACTION BUDGET: \$
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: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To incorporate open response questions in the curriculum.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 08/18/2009 End: 05/31/2010	<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: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers will review students' writing to evaluate the effectiveness of incorporating open response questions into each class. Teachers and administrators will examine ACTAAP results to evaluate the efforts made to improve performance on open response times on the ACTAAP exams. On a rating scale of 1 to 5, teachers rated this intervention 3.53. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<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: 08/14/2009 End: 08/14/2009	<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: 08/18/2009 End: 05/31/2010	<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: 08/18/2009 End: 05/31/2010	<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: 08/18/2009 End: 05/31/2010	<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. The average math ACT score for the 2007-2009 school year was above the state average at 21.03. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 05/01/2010 End: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
COORDINATION OF FUNDS: The district will purchase new graphing calculators for students to use at school and at home. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/30/2009 End: 08/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The district will purchase graphing calculators that will help all students be able to use graphing calculators in grades 7-12. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • 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. 57 students will be involved in study skills classes which are not required. Students will receive supplemental instruction in Math and English. On a rating scale of 1 to 5, teachers rated this intervention 3.5. Action Type: AIP/IRI Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<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. Seventh grade students were 73% proficient or advanced on the math portion of the benchmark. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<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 continue to be used in grades 7-12 to provide a consistent guide for writing instruction. Action Type: Equity Action Type: Professional Development	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$

Action Type: Special Education				
ALIGNMENT: Purchase materials and supplies necessary to continue use of the Step Up to Writing Program.	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
COLLABORATION: Teachers and Administrators will closely monitor the effectiveness of the Step Up to Writing program. ACTAAP results will be used to measure effectiveness. On a rating scale of 1 to 5, teachers rated this intervention 4. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Orchard software will continue to be used in grades 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 continue to be used in grades 7-12. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<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: 08/18/2009 End: 05/31/2010	<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: 08/18/2009 End: 05/31/2010	<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. On a rating scale of 1 to 5, teachers gave this intervention a 4. rating. Action Type: Program Evaluation	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<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. Teachers will be paid \$30.00 per hour. On a rating scale of 1 to 5, teachers rated this intervention 3.7.	Wayne Guiltner, Principal	Start: 10/02/2009 End: 05/08/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
POINT-IN-TIME REMEDIATION: The instruction provided to the student will include interactions with the teacher and with computer software. Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/21/2009 End: 05/30/2010	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$

COLLABORATION: At the end of each school year, the tutoring program will be evaluated by the staff to determine strengths and weaknesses, and to recommend any changes. Teachers and Administrators will evaluate students who have been in after school tutoring by comparing their ACTAAP results from one year to the next. Students in remediation/tutoring improved their average math benchmark score 94.23 points and nine students moved from basic to proficient. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2006 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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: 06/01/2009 End: 05/31/2010	<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: 08/13/2009 End: 08/13/2010	<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. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Wayne Guiltner, Principal	Start: 08/12/2009 End: 08/12/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers will obtain 2 hours of Parental Involvement professional development. The principal will obtain 3 hours of Parental Involvement professional development. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 06/01/2009 End: 08/14/2009	<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: 06/01/2009 End: 08/14/2009	<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. All teachers have completed the state requirements for the 2009-2010 school year. Action Type: Program Evaluation Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The high school will continue to use Study Island software in the seventh and eighth grade. The high school will purchase Study Island software for Algebra I, and will add online Arkansas EOC preparation.				
Scientific Based Research: Study Island Scientific Research Base. 2008. Jennifer Watts. Magnolia Consulting, LLC.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Students will continue to use study island in 7th and 8th grade, and study island will be used in Algebra I for the first time this year. Study Island will be renewed for 7th, 8th grade math and Algebra, and online Arkansas EOC preparation. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Students will be able to access study island from their home computer internet access. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Collaboration: Teachers and administrators will review criterion reference tests to evaluate the effectiveness of study island as a benchmark review. On a scale of 1 to 5, teachers rated this intervention 3.6. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Wayne Guiltner, Principal	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Additional software will be purchased for virtual labs for science classes. Action Type: Alignment Action Type: Technology Inclusion	Wayne Guiltner	Start: 08/19/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$9374.95 ACTION BUDGET: \$9374.95
Total Budget:				\$9374.95

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

- Supporting Data:
- 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%;
 - 2008-2009 School Health Index: High School: Module 1 - 92% Module 2 - 96% Module 3 - 89% Module 4 - 88% Module 8 - 56% Free and Reduced Price Meal Eligibility SY 08-09: High School -48% paid, 10% reduced, 42% free. Migrant 08-09: 1 Homeless 08-09: 5 2008-2009 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 2008-2009, 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%;
 - 2009-2010 School Health Index: High School: Module 1 - 92% Module 2 - 96% Module 3 - 89% Module 4 - 88% Module 8 - 56% Free and Reduced Price Meal Eligibility SY 09-10: High School -42% paid, 13% reduced, 45% free. Migrant 09-10: 0 Homeless 09-10: 3 2009-2010 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 8th, 10th, and 12th grade students meets or exceeds the state averages. In 2008-2009, 92 8th and 10th grade students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or obese: High School: Males-45.1% Females-41.5%;

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 2009-2010 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 2008-2009 results of the annual BMI screening.

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS: Salem Schools will support staff members in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside of school. Action Type: Wellness	Ken Rich	Start: 08/15/2009 End: 05/21/2010	<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: 08/15/2009 End: 05/21/2010	<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: 08/15/2009 End: 05/21/2010	<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: 08/15/2009 End: 05/21/2010	<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: 08/15/2009 End: 05/21/2010	<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: 08/15/2009 End: 05/21/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS: The Salem School District has developed district wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five federal requirements: Goals for nutrition education,	Ken Rich	Start: 01/01/2009 End: 05/15/2010		ACTION BUDGET: \$

physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. Action Type: Collaboration Action Type: Wellness				
WELLNESS: Salem Schools will facilitate the alignment and implementation of the Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Opportunities for grade level meetings and curriculum meetings will be given to review framework changes and any changes in the health curriculum. Action Type: Professional Development Action Type: Wellness	Ken Rich	Start: 08/15/2009 End: 05/21/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
WELLNESS: Staff development regarding physical fitness and nutrition will be held for all district teachers. Action Type: Professional Development Action Type: Wellness	Melinda Coffman	Start: 08/21/2009 End: 05/15/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
WELLNESS: The Nutrition and Physical Activity Committee will regularly monitor the goals of the wellness plan and evaluate the effectiveness of the interventions in place by reviewing data results from the School Health Index, the BMI, and the Youth Risk Survey. Action Type: Collaboration Action Type: Wellness	Ken Rich	Start: 05/01/2010 End: 05/21/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Planning Team

Classification	Name	Position	Committee
	Johnny Smith		Title V Advisory Committee
	Laci Long	Student	Student
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	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	Johnny Smith		Title I Advisory Committee
Classroom Teacher	Kim Smith-Harber		High School Literacy
Classroom Teacher	Mike Cole		High School Math
Classroom Teacher	Patricia Dailey		High School Math
Classroom Teacher	Rachel Foster		High School Literacy
Classroom Teacher	Rhonda Huddleston		Title I Advisory Committee
Classroom Teacher	Rhonda Huddleston		Title V Advisory Committee
Classroom Teacher	Rob Long		High School Literacy
Classroom Teacher	Rona Moore		High School Math
Classroom Teacher	Sam Weir		Title V Advisory Committee
Classroom Teacher	Sam Weir		Title I Advisory Committee
Classroom Teacher	Seth Brazeal		High School Math
Classroom Teacher	Sue Bicker		High School Literacy

Classroom Teacher	Ted Kerley	High School Math
Classroom Teacher	Tesa Nelson	Title V Advisory Committee
Classroom Teacher	Tesa Nelson	Title I Advisory Committee
Non-Classroom Professional Staff	Amanda Kennedy	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 V Advisory Committee
Parent	Angela Bassham	Title I Advisory Committee
Parent	Dana Johns	High School Math
Parent	Larry Brown	High School Literacy
Parent	Luke Barker	High School Math
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 Guiltner	ACSIP