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2011-2012 ARCHIVE

School Plan

Print Version

SALEM SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2011-2012

It is the mission of the Salem Schools to educate all 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 provide the experiences necessary for all students to become responsible citizens.

Grade Span:

Title I: Not Applicable

School Improvement:

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Goal: To improve academic achievement and school environment for all students, including students that are considered from a low socio-economic background.

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Priority 3: Wellness

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Priority 4: State Support

Goal: To improve academic achievement and school environment for all students, including students that are considered from a low socio-economic background.

Priority 1: To provide administrative support using state and federal funds.

Supporting
Data:

- 2010 DATA FOR SALEM SCHOOLS INDICATES THAT THE OPEN-RESPONSE ITEMS CONTINUE TO BE THE WEAKEST AREA FOR ALL STUDENTS IN MATHEMATICS AND LITERACY IN GRADES 3-8 AND ON THE END-OF-COURSE EXAMS. ALL TEACHERS WILL BE FOCUSING ON OPEN-RESPONSE INSTRUCTION IN THEIR CURRICULUM. DURING GRADE LEVEL MEETINGS IN THE ELEMENTARY AND TEAM MEETINGS IN THE HIGH SCHOOL, WEAKNESSES IN CURRICULUM AND ALIGNMENT ISSUES WILL BE DISCUSSED. SUPPORT WILL BE PROVIDED AT THE DISTRICT LEVEL CONCERNING ALL NEW TECHNOLOGIES THAT HAVE BEEN PURCHASED TO SUPPORT THIS INSTRUCTION; SUCH AS IPADS AND COMPUTERS, WHICH WILL PROVIDE VISUAL INSTRUCTION TO STUDENTS AND PROVIDE UNLIMITED RESOURCE OPTIONS FOR TEACHERS. PROFESSIONAL DEVELOPMENT WILL BE PROVIDED THROUGHOUT THE SCHOOL YEAR ON THE USE OF THIS TECHNOLOGY. NEW STRATEGIES WILL BE IMPLEMENTED IN ALL HIGH SCHOOL SCIENCE COURSES IN AN EFFORT TO IMPROVE PERFORMANCE ON EXAMS.
- 2010 LITERACY PROFICIENCY PERCENTAGES 3rd: 88% Combined Population 82% Economic Disadvantaged 4th: 86% Combined Population 80% Economic Disadvantaged 5th: 93% Combined Population 94% Economic Disadvantaged 6th: 89% Combined Population 89% Economic Disadvantaged 7th: 80% Combined Population 80% Economic Disadvantaged 8th: 85% Combined Population 82% Economic Disadvantaged 11th: 69% Combined Population 57% Economic Disadvantaged
- 2009 MATHEMATICS PROFICIENCY PERCENTAGES 3rd: 91% Combined Population 87% Economic

- Disadvantaged 4th: 90% Combined Population 85% Economic Disadvantaged 5th: 96% Combined Population 97% Economic Disadvantaged 6th: 85% Combined Population 80% Economic Disadvantaged 7th: 88% Combined Population 83% Economic Disadvantaged 8th: 85% Combined Population 82% Economic Disadvantaged Algebra: 87% Combined Population Economic Disadvantaged Geometry: 82% Combined Population 75% Economic Disadvantaged
- 4. 2009 SCIENCE PROFICIENCY PERCENTAGES 5th: 82% Combined Population 81% Economic Disadvantaged 7th: 44% Combined Population 28% Economic Disadvantaged Biology: 44% Combined Population 31% Economic Disadvantaged

Goal

To improve academic achievement and school environment for all students, including students that are considered from a low socio-economic background.

Benchmark

To meet state AYP targets and to improve secondary indicators. Salem Schools will provide the resources and professional development necessary to maintain current levels of student achievement. Our district will strive to improve instruction to reach all students and help them succeed. In 2011 - 12, teachers will continue to emphasize methods to attack open-response items in mathematics and literacy. There will also be an emphasis on project-based learning and ensuring that students are learning all state frameworks and common core state standards to a deeper level. Teachers will be implementing the use of many different instructional technology devices/programs into student lessons to provide visual examples and strategies to students and to bring in electronic resources to our students.

Intervention: Administrative Support				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Federal program requirements (welfare). The district based this amount on previous years expenditures and the fact that the district has 10 homeless students listed in the APSCN software for the 2011-12 school year. Action Type: Collaboration	Corey Johnson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	Title I - Materials & Supplies: \$3002.45 ACTION BUDGET: \$3002.45
Employ a federal programs coordinator (.20 FTE). Action Type: Title I Schoolwide	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	Title I - Employee Salaries: \$13026.00 Title I - Employee Benefits: \$3210.12 ACTION BUDGET: \$16236.12
PEER REVIEW: The district and building team members will work together to perform a peer review of District and Building ACSIP plans. The review will focus on the professional development plan and the instructional programs, and support for those programs, that are detailed in each plan. Action Type: Collaboration	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The success of the ACSIP plans and the administrative support will be evaluated throughout the year by team members. In addition, all employees will complete a survey each year to help evaluate the success of the program. Action Type: Program Evaluation	Ken Rich	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Transition/coordination services with local preschool programs. The Salem School District works with local preschools to provide a smooth transition of services as the students enter the public school district. The district provides special education services for those 3 and 4 year old students that require services. The	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

district hosts the local preschool children for a campus visit each spring the make sure students are familiar with the school campus and certain routines. The district also meets with the director of each local preschool to discuss ways to improve the transition process for students that are entering the Salem School District. Action Type: Alignment Action Type: Collaboration				
Transition/coordination services with local preschool programs. The Salem School District works with local preschools to provide a smooth transition of services as the students enter the public school district. The district provides special education services for those 3 and 4 year old students that require services. The district hosts the local preschool children for a campus visit each spring the make sure students are familiar with the school campus and certain routines. The district also meets with the director of each local preschool to discuss ways to improve the transition process for students that are entering the Salem School District. Action Type: Alignment Action Type: Collaboration	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
A technology coordinator, Shaun Windsor(.25 FTE), will be hired to provide technical support and staff development for all academic technology initiatives. Yearly training for the technician will also be provided. Action Type: Professional Development Action Type: Technology Inclusion	Ken Rich	Start: 07/01/2011 End: 06/30/2012		Title VI State - Employee \$10422.00 Salaries: Title VI State - Employee \$2710.50 Benefits: <hr/> ACTION BUDGET: \$13132.5
Total Budget:				\$32371.07
Intervention: To provide staff development.				
Scientific Based Research: Steven C. Russell (1994). Teachers Teaching Teachers: The Art of Working Together and Sharing, 249-260. Laura M. Desimone; Andrew C. Porter; Michael S. Garet; Kwang Suk Yoon; Beatrice F. Birman - Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study; Educational Evaluation and Policy Analysis, Vol. 24, No. 2 (Summer 2002), pp. 81-112.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The administration will work in coordination with the educational cooperative and outside consultants to provide all staff development for the school district. Title I purchased service money will be used to provide staff development above the 60 mandated hours. Title I materials and supplies money will be used to provide materials for professional development opportunities above the 60 mandated hours. Materials will include books for professional reading, Master Teacher pamphlets, etc. Action Type: Collaboration Action Type: Professional Development	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	Title I - Purchased \$2000.00 Services: Title I - Other \$6000.00 Objects: Title I - Materials & \$5400.00 Supplies: <hr/> ACTION BUDGET: \$13400

PEER REVIEW: The district and building team members will work together to perform a peer review of District and Building ACSIP plans. The review will focus on the professional development plan and the instructional programs, and support for those programs, that are detailed in each plan. Action Type: Collaboration	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The success of the ACSIP plans and the administrative support will be evaluated throughout the year by team members. In addition, all employees will complete a survey each year to help evaluate the success of the program. Action Type: Program Evaluation	Ken Rich	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Needs Assessment: All teachers complete a survey each year to assess the professional needs of the district. Data from the survey indicated the following as a priority for the 2011-12 school year: 1. Implementing the Common Core 2. Implementing the use of high order thinking skills in classroom instruction 3. Instructional strategies that engage students Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$13400

Intervention: The Salem School District will provide the technology infrastructure necessary to provide adequate bandwidth and technology support for all school district technology initiatives.				
Scientific Based Research: Renaissance Learning, Inc., March 2002, Summary of Research. p. 1-56. Using the technology of today, in the classroom today Eric Klopfer, Scot Osterweil, Jennifer Groff, Jason Haas http://education.mit.edu/papers/GamesSimsSocNets_EdArcade.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase a bandwidth aggregator to share multiple internet connections with the entire network. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shaun Windsor	Start: 07/01/2011 End: 08/15/2011		Title I - Purchased Services: \$1000.00 Title I - Capital Outlay: \$2000.00 <hr/> ACTION BUDGET: \$3000
Purchase an Apple laptop computer. This computer will serve as a network server for all iPads on the district Apple Network. Action Type: Technology Inclusion	Shaun Windsor	Start: 09/27/2011 End: 10/15/2011	<ul style="list-style-type: none"> • Computers • Teaching Aids 	Title I - Capital Outlay: \$1400.00 <hr/> ACTION BUDGET: \$1400
Program Evaluation: District staff will review the effectiveness of the use of technology in classroom instruction. This review will take place in teacher meetings with principals and through a staff survey. Action Type: Program Evaluation	Ken Rich	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$4400

Intervention: Parental Involvement

Scientific Based Research: Emma McDonald (2005). Developing Positive Parent Partnerships, 1-4. Diane Debrovner (August 2004). Parents: Get Set For School, 144-152. Kathleen Cotton & Karen Reed Wikelund (1989). Parent Involvement in Education, 1-17.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Salem School District Parental Involvement Program will include the following activities: (1) Provide joint collaboration with parents, community stakeholders, teachers, etc; (ensuring that parents and community members are actively engaged in contributing to the development of ACSIP); (2) Provide support for schools to develop policies/programs to improve student achievement; (3) Provide parental involvement strategies for public and private preschool programs; (4) Conduct annual assessments of the effectiveness of Parental Involvement Programs and the efficient use of academic and non-academic activities; (7) Provide assistance to parents in understanding content how to monitor a child's progress; standards, academic assessments, (8) Provide materials and training to help parents work with their children to improve academic achievement; (9) Educate teachers, principals and other staff in the importance of effective communication, value and utility of contributions of parents; (10) Coordinate and integrate parent involvement programs and activities; (11) Ensure that information related to schools and parent programs is sent to parents to the extent practical in a language parents (including disabled parents) can understand; (12) Provide other reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
The Salem School District will require the following professional development activities to support the parental involvement plan: (1) The district will provide no fewer than 2 hours for professional development opportunities for teachers; (2) The district will provide no fewer than 3 hours of professional development opportunities for administrators. Action Type: Professional Development	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: The Salem School District will provide a learning environment that is safe and drug free. Students will be exposed to a curriculum regarding the dangers of drug and alcohol abuse.

- Supporting Data:
1. According to 2007-2008 data, 12% of 6th graders, 43% of 8th graders, 45% of 10th graders, and 62% of 12th graders had used cigarettes in their lifetimes. According to 2008 data, 43% of 8th graders, 38% of 10th graders, and 62% of 12th graders had used cigarettes in their lifetimes. According to 2009 data, 20% of 6th graders, 24% of 8th graders, and 33% of 10th graders had used cigarettes in their lifetimes.
 2. According to 2007 data, 10% of the 6th graders, 26% of the 8th graders, 40% of the 10th graders, and 30% of the 12 th graders had used chewing tobacco in their lifetimes. According to 2008 data, 23% of the 8th graders, 32% of the 10th graders, and 40% of the 12 th graders had used chewing tobacco in their lifetimes. According to 2009 data, 36% of the 6th graders, 26% of the 8th graders, 11% of the 8th graders, and 19% of the 10th graders had used chewing tobacco in their lifetimes.
 3. According to 2007 data, 20% of the 6th grade students, 43% of the 8th graders, 66% of the 10th graders, and 82% of the 12th graders had used alcohol in their lifetimes. According to 2008 data, 43% of the 8th graders, 42% of the 10th graders, and 76% of the 12th graders had used alcohol in their lifetimes. According to 2009 data, 24% of the 6th graders, 31% of the 8th graders, and 55% of the 10th graders had used alcohol in their lifetimes.
 4. According to 2007 data, 3% of the 8th graders, 14% of the 10th graders, and 38% of the 12th graders had used marijuana in their lifetimes. According to 2008 data, 11% of the 8th graders, 22% of the 10th graders, and 40% of the 12th graders had used marijuana in their lifetimes. According to 2009 data, 0% of the 6th graders, 11% of the 8th graders, and 19% of the 10th

graders had used marijuana in their lifetimes.

- Goal** To reduce the percentage of Salem students using tobacco products (in all forms) and alcohol; to make students aware of choices that they have regarding any drug usage.
- Benchmark** There will be a 1.5% decrease in the number of students suspended for drug, alcohol, or tobacco use in the Salem School District.

Intervention: Anti-drug Curriculum; Prevention: still a young field.				
Scientific Based Research: Monitor on Psychology, Volume 32, No. 5, June 2001, p. 1-13.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All health courses will emphasize the negative consequences of drug use.	Wayne Guiltner	Start: 08/21/2009 End: 05/21/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
An anti-drug curriculum will be presented to students at Salem Schools. In the elementary school, the curriculum will be presented through the guidance classes for all grade levels. In the high school, the Life Skills Training Program will be used in the health classes. In additional, supplement of the Life Skills Program will be placed in the Parent Center for parents. Materials and supplies will be purchased to support the anti-drug curriculum. Action Type: Parental Engagement	Wayne Guiltner	Start: 08/21/2009 End: 05/21/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The district will use the Arkansas Prevention Needs Assessment (APNA) Student Survey and district suspension records to evaluate the effectiveness of the anti-drug curriculum and programs. Action Type: Program Evaluation	L.A. Lindsey	Start: 05/01/2011 End: 06/10/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Teachers 	ACTION BUDGET: \$
Professional development will be provided each year concerning making healthy choices versus unhealthy choices. Consequences of drug use, healthy habits, and the food pyramid are examples of the program emphasis. Action Type: Collaboration Action Type: Professional Development	Melinda Coffman	Start: 08/15/2009 End: 08/15/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Salem schools will also try make students in kindergarten and first grade aware of possible problems on the bus, such as taking things offered to them from other students.	Corey Johnson	Start: 08/19/2010 End: 11/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: It is a priority of the Salem School District to provide an education to all students concerning healthy lifestyle choices.

Supporting Data:

- In 2003-2004, 640 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: District: Males-45.25% Females-42.1%; Elementary: Males-40.5% Females-41.4%; High School: Males-50% Females-42.8%; In 2004-2005, 676 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: District: Males-47.5% Females-41.65% Elementary: Males-46% Females-35.5% High School: Males-49% Females-47.8% In 2005-2006, 621 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: District: Males-49.2% Females-40.95% Elementary: Males-45.1% Females-34.2% High School: Males-53.3% Females-47.7% In 2006-2007, 632 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: District: Males-42.6% Females-36.5% Elementary: Males-37.5% Females-28.9% High School: Males-50% Females-48.3% In 2007-2008, students had their BMI's assessed. Of the students assessed the following represents the percent of students at risk of being overweight or overweight. District: Males-42.9% Females-40.2% Elementary: Males-33.1% Females-32.7% High School: Males-52.7% Females-47.7% In 2008-2009, students had their BMI's assessed. Of the students assessed the following represents

- the percent of students overweight or obese. District: Males-45% Females-39.5% Elementary: Males-44.9% Females-37.5% High School: Males-45.1% Females-41.5%
2. 2007 School Health Index Elementary: High School: Module 1- 97% Module 2- 88% Module 3- 100% Module 4- 95% Module 8- 67% Module 8- 55% 2008 School Health Index Elementary: High School: Module 1-96% Module 2-92% Module 2-97% Module 2-96% Module 3-92% Module 3-89% Module 4-95% Module 4-88% Module 8-72% Module 8-56% 2009 School Health Index Elementary: High School: Module 1-89% Module 1-92% Module 2-95% Module 2-96% Module 3-92% Module 3-89% Module 4-76% Module 4-88% Module 8-90% Module 8-56%
 3. Free and Reduced Price Meal Eligibility SY 09-10 District- 39% paid, 10% reduced, 51% free; Elementary- 35% paid, 8% reduced, 57% free; High School- 42% paid, 13% reduced, 45% free. Migrant-4 Homeless-0 Free and Reduced Price Meal Eligibility SY 08-09 District- 39.5% paid, 10% reduced, 50.5% free; Elementary- 37% paid, 10% reduced, 53% free; High School- 42% paid, 10% reduced, 48% free. Migrant-3 Homeless-6 Free and Reduced Price Meal Eligibility SY 07-08: District- 44% paid, 9% reduced, 47% free. Elementary- 37% paid, 9% reduced, 54% free; High School- 51% paid, 9% reduced, 40% free. Migrant 07-08: 11 Homeless 07-08: 3 Free and Reduced Price Meal Eligibility SY 06-07: District- 43% paid, 11.5% reduced, 45.5% free; Elementary- 37% paid, 11% reduced, 52% free; High School- 49% paid, 12% reduced, 39% free. Migrant 06-07: 2 Homeless 06-07: 1 Free and Reduced Price Meal Eligibility SY 05-06: District- 45.5% paid, 7% reduced, 47.5% free; Elementary- 54% paid, 8% reduced, 38% free; High- 53% paid, 6% reduced, 41% free. Migrant 05-06: 8 Homeless 05-06: 7 Free and Reduced Price Meal Eligibility SY 04-05: District- 45% paid, 11.5% reduced, 43.5% free; Elementary- 39% paid, 10% reduced, 51% free; High- 51% paid, 13% reduced, 36% free. Migrant 04-05: 0 Homeless 04-05: 0
 4. 2005-2006 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 6th, 8th, 10th, and 12th grade students meets or exceeds the state averages. 2006-2007 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 6th, 8th, 10th, and 12th grade students meets or exceeds the state averages. 2007-2008 Youth Risk Behavior Survey: The average percentages of alcohol, cigarette, and chewing tobacco usage among Salem 6th, 8th, 10th and 12th grade students meets or exceeds the state averages. 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. There were not enough participating 6th grade students to receive survey results.

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 2011-2012 school year, there will be a decrease of the average BMI for students in the Salem School District by 1/2% as evaluated by the 2010-2011 results of the annual BMI screening.

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
Staff development regarding physical fitness and nutrition will be held for all district teachers. Action Type: Professional Development Action Type: Wellness	Melinda Gray	Start: 08/11/2010 End: 08/12/2010	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
The Salem School District has developed district wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five federal requirements: Goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. Action Type: Collaboration Action Type: Wellness	Ken Rich	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

The Nutrition and Physical Activity Committee will monitor goals and evaluate the effectiveness of interventions by reviewing the school health index modules and the wellness policy checklist each year. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Wayne Guiltner	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
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: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
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: Program Evaluation 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

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: Guidelines for School Health Programs to Promote Lifelong Healthy Eating, (June 14, 1996/Vol. 45, No. RR-9). 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
All grade levels in the elementary school will have the opportunity to implement the Take 10 health curriculum. Teachers and students will dedicate 10 minutes a day to physical activity and health activities. A survey will be sent home at the end of the semester to parents to assess the program's effectiveness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Melinda Gray	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
The elementary school will participate in the Body Walk on a two-year cycle. Students will walk through a tent structure that resembles the organ systems of the human body. Community members provide brief talks at each body organ station. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Melinda Gray	Start: 04/01/2010 End: 05/18/2010	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
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 	ACTION BUDGET: \$
Salem Schools will support the cafeterias in order to offer students healthy food choices each day. Students will only be offered a variety of low fat and skim milk with each meal. Action Type: Wellness	Martha Wood	Start: 08/21/2009 End: 05/21/2010	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$

The Salem School District will involve parents in physical activity and nutrition education through homework activities, school menus, and parent meetings. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Ken Rich	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
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: Alignment Action Type: Wellness	Ken Rich	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
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: Collaboration Action Type: Program Evaluation Action Type: Wellness	Wayne Guiltner	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
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: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Martha Wood	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: 1. To provide staff development 2. Provide an Alternative Learning Environment 3. Use NSLA funds to provide highly qualified teachers in the classroom.

Supporting Data: 1. 1.Data from the professional development needs survey indicated the following as a priority for the 2011-12 school year: 1. Implementing the Common Core 2. Implementing the use of high order thinking skills in classroom instruction 3. Instructional strategies that engage students
2. 2. The Salem Alternative School graduated two (2) students during the 2010-11 school-year.
3. 3. 100% of teachers at Salem Schools are highly qualified as required by No Child Left Behind. The Arkansas Department of Education approved NSLA funds to be used for the purpose of paying teachers above the minimum salary schedule.

Goal To improve academic achievement and school environment for all students, including students that are considered from a low socio-economic background.

Benchmark To meet state AYP targets and to improve secondary indicators. Salem Schools will provide the resources and professional development necessary to maintain current levels of student achievement. Our district will strive to improve instruction to reach all students and help them succeed. In 2011 - 12, teachers will continue to emphasize methods to attack open-response items in mathematics and literacy. There will also be an emphasis on project-based learning and ensuring that students are learning all state frameworks and common core state standards to a deeper level. Teachers will be implementing the use of many different instructional technology devices/programs into student lessons to provide visual examples and strategies to students and to bring in electronic resources to our students.

Intervention: To provide staff development.				
Scientific Based Research: Steven C. Russell (1994). Teachers Teaching Teachers: The Art of Working Together and Sharing, 249-260.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
State professional development funds will be used to provide the mandated 60 hours of professional development. In addition the district will provide professional development activities for classified staff as needed. Other objects	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	PD (State-223) \$12858.00 - Other Objects:

<p>12,858.00 - Lodging 7,049 Meals 3,250 Travel 2,559 Purchased Services 11950.00 - Workshops 7,100 and guest speakers for local inservice 4,850 Materials and Supplies 500.00 for supplies at local inservice Employee salaries 1,110.00 to substitutes for 20 days at \$55.00 per day to cover for teachers that are in workshops Employee benefits 247.89 to substitutes for 20 days at \$55.00 per day to cover for teachers that are in workshops. Action Type: Professional Development</p>				<p>PD (State-223) - Purchased Services: \$11950.00 PD (State-223) - Materials & Supplies: \$500.00 PD (State-223) - Employee Benefits: \$247.89 PD (State-223) - Employee Salaries: \$1110.00</p> <hr/> <p>ACTION BUDGET: \$26665.89</p>
<p>Needs Assessment: All teachers complete a survey each year to assess the professional needs of the district. Data from the survey indicated the following as a priority for the 2011-12 school year: 1. Implementing the Common Core 2. Implementing the use of high order thinking skills in classroom instruction 3. Instructional strategies that engage students Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Ken Rich	Start: 07/01/2011 End: 06/30/2012		<hr/> <p>ACTION BUDGET: \$</p>
<p>PEER REVIEW: The district and building team members will work together to perform a peer review of District and Building ACSIP plans. The review will focus on the professional development plan and the instructional programs, and support for those programs, that are detailed in each plan. Action Type: Collaboration</p>	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: The success of the ACSIP plans and the administrative support will be evaluated throughout the year by team members. In addition, all employees will complete a survey each year to help evaluate the success of the program. Action Type: Program Evaluation</p>	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$26665.89

Intervention: Alternative Learning Environment

Scientific Based Research: Steven C. Russell (1994). Teachers Teaching Teachers: The Art of Working Together and Sharing, 249-260.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Salem District will provide an alternative learning environment for students that qualify under the guidelines provided by the Arkansas Department of Education. The school will consist of 15 or less students and one (1)teacher (1 FTE). Don Carithers is the teacher for the alternative school program. The alternative program will</p>	Ken Rich	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ALE (State-275) - Purchased Services: \$2131.00 ALE (State-275) - Materials & Supplies: \$7869.00</p>

<p>use of the Arkansas Virtual High School for some course offerings. In addition, the program will use APEX software as a supplement to teacher instruction. In order to qualify for the program, a student must be behind academically and have at least two additional situations that prevent them from succeeding in school. The goal of the program is to return the student to the regular classroom as soon as possible. If this is not possible, a student can graduate by obtaining all courses required for graduation while attending the Salem Alternative school. If it is not possible for a student to meet academic requirements to graduate, the alternative school will provide training for the GED exam. Students that return to the regular education setting are monitored closely by teachers, the counselor and the principal. This group will meet, if necessary, to provide support or re-visit academic progress goals for students that return to the regular educational setting. State categorical funding for ALE will not meet all funding needs to provide an ALE program for the district. Therefore, \$15,000 will be transferred from the NSLA fund to the Alternative Learning Environment fund and \$10,000 will be transferred into ALE from Professional Development funds. Don Carithers: ALE Teacher (1 FTE) Salary \$56,000; Benefits \$6,430 Materials & Supplies: \$7,869.00 10 computers, textbooks, SAT online testing software Purchased Services: \$2,131.00 Windows license, APEX Digital Learning Curriculum Action Type: Collaboration Action Type: Equity</p>				<p>ALE (State-275) \$6430.18 - Employee Benefits: ALE (State-275) \$56100.00 - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$72530.18</p>
<p>Each year the administrative staff will evaluate the effectiveness of the ALE program and determine what, if any, changes that will occur. Two (2) students graduated from Salem High School that were enrolled in the alternative program during the 2010-11 school-year. District personnel were pleased with the fact that these students overcame several obstacle to complete their high school education. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Ken Rich</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$72530.18</p>
<p>Intervention: National School Lunch Act Funding</p>				
<p>Scientific Based Research: National Institute on Student Achievement, Curriculum, and Assessment (1999). Reducing Class Size, What Do We Know, 1-11. Janelle Young (2003). The Examination of Low Socioeconomic Students and Effective Educational Motivational Strategies, 1-5.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Funds will be used as an incentive to increase salaries above the minimum salary schedule. The Salem School District has used NSLA funds in this</p>	<p>Ken Rich</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>NSLA (State-281) \$7430.00 - Employee Benefits:</p>

<p>manner since the inception of NSLA funding. The district is in compliance with state law that requires a yearly 20% reduction in funds used for salaries above the minimum until no more than 20% of NSLA funds are used for this expenditure. The district has received approval from the commissioner of education to use funds in this manner as required by law. The Salem School District uses funds to increase salary above the minimum to ensure that we can attract highly qualified teachers to teach in our district. A quality teacher in the classroom is the most important commodity the district can purchase to ensure student success.</p>				<p>NSLA (State-281) - Employee Salaries: \$29130.00</p> <hr/> <p>ACTION BUDGET: \$36560</p>
<p>Each year the administrative staff will evaluate the use of the NSLA funds and the effectiveness of the district's use of those funds. Action Type: Program Evaluation</p>	<p>Ken Rich</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$36560</p>

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Lynn Maguffee	5th Grade Teacher	Title I and Title V
Classroom Teacher	Rachel Foster	English Teacher	Title I and Title V
Non-Classroom Professional Staff	Anna Sutherland	Title I and Title V	Title I and Title V
Non-Classroom Professional Staff	Brandi Sanderson	School Nurse	Title I and Title V
Non-Classroom Professional Staff	Kim Smith-Harber	High School Librarian	Title I and Title V
Non-Classroom Professional Staff	L.A. Lindsey	High School Counselor	Title I and Title V
Non-Classroom Professional Staff	Vicki Ragan	Elementary Librarian	Title I and Title V
Non-Classroom Professional Staff	Vicky Rossitto	Elementary Counselor	Title I and Title V
Parent	Melanie Stone	Parent	Title I and Title V
Principal	Corey Johnson	Elementary Principal	Title I and Title V
Principal	Wayne Guiltner	High School Principal	Title I and Title V