

# School Plan

**SALEM SCHOOL DISTRICT**  
**313 Hwy 62 E, Salem, AR 72576**

## **Arkansas Comprehensive School Improvement Plan**

**2014-2015**

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

Supporting Data:	<ol style="list-style-type: none"><li>1. 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, COMPUTERS, CHROMEBOOKS 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.</li><li>2. 2013 LITERACY PROFICIENCY PERCENTAGES 3rd: 90.74% Combined Population 87.18% TAGG 4th: 90.62% Combined Population 87.18% TAGG 5th: 95.74% Combined Population 92.59% TAGG 6th: 92% Combined Population 86.67% TAGG 7th: 83.61% Combined Population 80.85% TAGG 8th: 91.07% Combined Population 89.74% TAGG 11th: 71.23% Combined Population 63.83% TAGG</li><li>3. 2013 MATHEMATICS PROFICIENCY PERCENTAGES 3rd: 100% Combined Population 100% TAGG 4th: 95.31% Combined Population 92.31% TAGG 5th: 93.62% Combined Population 88.89% TAGG 6th: 92% Combined Population 86.67% TAGG 7th: 80.65% Combined Population 79.17% TAGG 8th: 73.21% Combined Population 69.23% TAGG Algebra: 81.48% Combined Population 76.47% TAGG Geometry: 81.97% Combined Population 76.74% TAGG</li><li>4. 2013 SCIENCE PROFICIENCY PERCENTAGES 5th: 97.87% Combined Population 96.30% TAGG 7th: 55.74% Combined Population 48.94% TAGG Biology: 50.88% Combined Population 36.84% TAGG</li></ol>
Goal	<p>To improve academic achievement and school environment for all students, including students that are considered from a low socio-economic background.</p> <p>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 2014 - 15, teachers will continue to emphasize methods to attack open-response items in</p>

Benchmark 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. In compliance with the requirements of ESEA Section 1113(c)(3)(A), the Salem School District chooses to set aside 1/2 of 1% of the Title I, Part A allocation for homeless student expenditures. Action Type: Collaboration	Corey Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Materials & Supplies: \$1849.33  ACTION BUDGET: \$1849.33
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015		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 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1849.33

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	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside</li> </ul>	Title I - Purchased Services: \$13983.60

<p>school district. Title I purchased service money will be used to provide staff development above the 60 mandated hours. Workshops above the 60 hours may cover the following topics: Inclusion of technology in the classroom, Hot Springs Technology Institute, strategies for teaching literacy, use of technology in progressive schools, leadership of a quality school or district, improvement of instruction in math and literacy, CGI and ECM mathematic training, differentiated instruction to enhance student learning, brain research, etc. 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. Workshop fees \$6000.00; Travel \$2983.60; Meals \$1000.00; Lodging \$4000.00 Action Type: Collaboration Action Type: Professional Development</p>			<p>Consultants</p>	<p>Title I - Materials \$3300.00 &amp; Supplies: <hr/>ACTION BUDGET: \$17283.6</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, the instructional programs, and support for those programs, that are detailed in each plan. Action Type: Collaboration</p>	<p>Ken Rich</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<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>	<p>Ken Rich</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Needs Assessment: All teachers complete a survey each year to assess the professional needs of the district, surveys are also received from parents and students, parent meetings are also held to receive input on improvement plans. Data from the survey indicated the following as a priority for the 2014-15 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 4. Decrease the achievement gap between all students and the TAGG group. 5. Increase the use of technology (1:1 chromebook initiative) to meet achievement needs of all Title I students in our schoolwide program. 6. Reduce class size to provide more individualized instruction. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Ken Rich</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$17283.6</p>

Intervention: The Salem School District will provide the technology network, software, peripheral devices, materials, and supplies to provide the support necessary to implement supplemental educational initiatives for Title I students in the school district.				
Scientific Based Research: Using Technology to Support At-Risk Students' Learning; (September 2014) Stanford Center for Opportunity Policy in Education/Alliance for Excellent Education 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 <a href="http://education.mit.edu/papers/GamesSimsSocNets_EdArcade.pdf">http://education.mit.edu/papers/GamesSimsSocNets_EdArcade.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Program Evaluation: District staff will review the effectiveness of the use of technology to enhance and supplement classroom instruction. This review will take place in teacher meetings with principals and through a staff survey. Action Type: Program Evaluation	Ken Rich	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Salem School District will require the following professional development activities to support the parental involvement plan: (1) The district will provide parental involvement professional development for teachers and administrators as required by law and/or the Arkansas Department of Education. Action Type: Professional Development	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	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 2012-13 APNA Survey, 18.4% of 6th graders, 41.7% of 8th graders, 37.5% of 10th graders, and 51.4% of 12th graders had used cigarettes in their lifetimes. According to 2011-12 data, 9.7% of 6th graders, 16.3% of 8th graders, 40.4% of 10th graders, and 40.5% of 12th graders had used cigarettes in their lifetimes. According to 2010-11 data, 12% of 6th graders, 25.7% of 8th graders, and 33.3% of 10th graders, and 30.8% of 12th graders had used cigarettes in their lifetimes.
2. According to 2012-13 data, 16.3% of the 6th graders, 18.8% of the 8th graders, 25% of the 10th graders, and 45.7% of the 12th graders had used chewing tobacco in their lifetimes. According to 2011-12 data, 3.2% of 6th graders, 23.3% of the 8th graders, 34% of the 10th graders, and 31% of the 12th graders had used chewing tobacco in their lifetimes. According to 2010-11 data, 10% of the 6th graders, 14.3% of the 8th graders, 33.3% of the 8th graders, and 42.3% of the 10th graders had used chewing tobacco in their lifetimes.
3. According to 2012-13 data, 28.6% of the 6th grade students, 40.4% of the 8th graders, 55% of the 10th graders, and 79.4% of the 12th graders had used alcohol in their lifetimes. According to 2011-12 data, 9.7% of 6th graders, 23.8% of the 8th graders, 64.4% of the 10th graders, and 52.4% of the 12th graders had used alcohol in their lifetimes. According to 2010-11 data, 16.3% of the 6th graders, 40% of the 8th graders, and 54.8% of the 10th graders, and 57.7% of 12th graders had used alcohol in their lifetimes.
4. According to 2012-13 data, 12.2% of 6th graders, 12.5% of the 8th graders, 17.5% of the 10th graders, and 47.1% of the 12th graders had used marijuana in their lifetimes. According to 2011-12 data, 0% of 6th graders, 4.8% of the 8th graders, 24.4% of the 10th graders, and 29.3% of the 12th graders had used marijuana in their lifetimes. According to 2010-11 data, 0% of the 6th graders, 5.7% of the 8th graders, and 21.4% of the 10th graders, and 15.4% of 12th 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 1.0% 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	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	Wayne Guiltner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	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	Corey Johnson	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION \$

to them from other students.		06/30/2015		BUDGET:
Total Budget:				\$0
Intervention: Employ a School Resource Officer				
Scientific Based Research: To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools; The National Association of School Resource Officers 2012				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Salem School District will employ a full-time Resource Officer. Daniel Busch (1.0 FTE) will be employed for this position. Salary 30,960.00 Benefits 6751.24. The Resource Officer will provide school security for students, teachers, and staff during the school day. Mr. Busch will provide for security at extra-curricular activities. In addition, he will visit classrooms and provide training for students on various safety issues: ex. dangers of drugs/alcohol, bullying, bus safety, campus safety. He will also provide professional development for school staff on school safety. Action Type: Professional Development Action Type: Wellness	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - \$6751.24 Employee Benefits: NSLA (State-281) - \$30960.00 Employee Salaries: <hr/> ACTION BUDGET: \$37711.24
Total Budget:				\$37711.24

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 2012-2013, 164 students had their BMI's assessed. Of the students assessed, the following represents the percent of students at risk of being overweight or overweight: 101 Elementary students: Males-34.7% Females-26.7% 53 High School students: Males-58.5% Females-49% 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%
- Elementary School 2012 School Health Index Elementary: Module 1-91% Module 2-92% Module 3-93% Module 4-79% Module 8-90% 2013 School Health Index Elementary: Module 1-92% Module 2-93% Module 3-94% Module 4-80% Module 8-90% 2014 School Health Index Elementary: Module 1-90% Module 2-91% Module 3-92% Module 4-79% Module 8-82% High School 2012-2013 School Health Index: High School: Module 1 - 92% Module 2 - 96% Module 3 - 89% Module 4 - 88% Module 8 - 56% 2011-2012 School Health Index: High School: Module 1 - 92% Module 2 - 95% Module 3 - 88% Module 4 - 87% Module 8 - 65% 2010-2011 School Health Index: High School: Module 1 - 94% Module 2 - 96% Module 3 - 89% Module 4 - 86% Module 8 - 56%
- According to 2012-13 APNA Survey, 18.4% of 6th graders, 41.7% of 8th graders, 37.5% of 10th graders, and 51.4% of 12th graders had used cigarettes in their lifetimes. According to 2011-12 data, 9.7% of 6th graders, 16.3% of 8th graders, 40.4% of 10th graders, and 40.5% of 12th graders had used cigarettes in their lifetimes. According to 2010-11 data, 12% of 6th graders, 25.7% of 8th graders, and 33.3% of 10th graders, and 30.8% of 12th graders had used cigarettes in their lifetimes.
- According to 2012-13 data, 16.3% of the 6th graders, 18.8% of the 8th graders, 25% of the 10th graders, and 45.7% of the 12th graders had used chewing tobacco in their lifetimes. According to 2011-12 data, 3.2% of 6th graders, 23.3% of the 8th graders, 34% of the 10th graders, and 31% of the 12th graders had used chewing tobacco in their lifetimes. According to 2010-11 data, 10% of the 6th graders, 14.3% of the 8th graders, 33.3% of the 8th graders,

and 42.3% of the 10th graders had used chewing tobacco in their lifetimes.

5. According to 2012-13 data, 28.6% of the 6th grade students, 40.4% of the 8th graders, 55% of the 10th graders, and 79.4% of the 12th graders had used alcohol in their lifetimes. According to 2011-12 data, 9.7% of 6th graders, 23.8% of the 8th graders, 64.4% of the 10th graders, and 52.4% of the 12th graders had used alcohol in their lifetimes. According to 2010-11 data, 16.3% of the 6th graders, 40% of the 8th graders, and 54.8% of the 10th graders, and 57.7% of 12th graders had used alcohol in their lifetimes.

**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** There will be a decrease of the average BMI for students in the Salem School District as evaluated by the 2013-2014 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 Coffman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015		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: 07/01/2014 End: 06/30/2015		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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

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
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: 1. To provide staff development 2. Provide an Alternative Learning Environment

1. Data from the professional development needs survey indicated the following as a priority for the 2014-15 school year: 1. Implementing the Common Core 2. Implementing the use of high order thinking skills in classroom instruction 3. Better preparation for open-response questions 4. Instructional strategies that engage students 5. Using technology in the

Supporting Data:



- classroom. 6. Using technology to increase student achievement for at-risk students.  
 2. The Salem Alternative School graduated two (2) students during the 2014-15 school-year.

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

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 2014-15, teachers will continue to emphasize methods to attack open-response items in

**Benchmark** 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. 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
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. Purchased Services 22,600.00 - Workshops 9,000 Lodging 6,500 Meals 1,500 Travel 2,000 Employee salaries 1,760.00 to substitutes for 32 days at \$55.00 per day to cover for teachers that are in workshops. Employee benefits 411.37 to substitutes for 32 days at \$55.00 per day to cover for teachers that are in workshops. Materials and supplies: CPR/First Aid training certification 60.00 Action Type: Professional Development	Ken Rich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	PD (State-223) - Purchased \$22600.00 Services: PD (State-223) - Materials \$60.00 & Supplies: PD (State-223) - Employee Benefits: \$411.37 PD (State-223) - Employee Salaries: \$1760.00 <hr/> ACTION BUDGET: \$24831.37
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 2014-15 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: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: The success of	Ken Rich	Start:		<hr/>

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	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:			\$24831.37

Intervention: The district will incorporate the use of technology for teaching and learning. The goal is improve student access to learning materials and increase student achievement for all students. In addition, the technology use will specifically target at-risk student learning.

Scientific Based Research: Using Technology to Support At-Risk Students' Learning; (September 2014) Stanford Center for Opportunity Policy in Education/Alliance for Excellent Education

Actions	Person Responsible	Timeline	Resources	Source of Funds
Technology materials, supplies, and equipment will be purchased to support the use of instructional programs. The district will purchase and/or replace technology equipment necessary to deliver the instructional programs and other technology-related teaching and learning tools. The purchase of these items will ensure the delivery of technology learning/practice programs from the stored location to the student. In addition, the district will purchase technology devices and evaluate the product for use in the classroom by students to increase technology inclusion, student achievement, digital learning opportunities, to support at-risk students' learning. Materials and supplies to be purchased include networking cables, toner, replacement screens/keyboards/chargers for chromebooks, battery back-ups, replacement keyboards/mice/monitors for desktops, connectors, adaptors, wall-mount brackets, cameras, microphones, Windows server licenses, dameware, adobe acrobat professional Purchased Service is Ecessa and gScholar maintenance fees. Capital Outlay item will be an Ecessa shield link aggregator. Action Type: Technology Inclusion	Shaun Windsor	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Capital Outlay: \$3025.00 NSLA (State-281) - Purchased Services: \$1150.00 NSLA (State-281) - Materials & Supplies: \$22597.00 <hr/> ACTION BUDGET: \$26772
Total Budget:				\$26772

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Becky Turnbough	Teacher	Title I
Classroom Teacher	Stu Smart	Teacher	Title I
Classroom Teacher	Ted Kerley	Teacher	Title I
District-Level Professional	Ken Rich	Superintendent	Title I
Non-Classroom Professional Staff	Shaun Windsor	Technology Coordinator	Title I
Non-Classroom Professional Staff	Vicky Rossitto	Elementary Counselor	Title I
Parent	Billy Jarrett	Parent	Title I
Parent	Christy Guffey	Parent	Title I
Parent	Jason Miller	Parent	Title I
Parent	Lucinda Bishop	Parent	Title I
Principal	Corey Johnson	Elementary Principal	Title I
Principal	Wayne Guiltner	High School Principal	Title I

