

AR  
SALEM ELEMENTARY SCHOOL SALEM  
313 HIGHWAY 62E SUITE 4  
SALEM AR 72576  
870-895-2456

**Arkansas Public District and School  
General Description for the use of State Categorical Funding**

<b>School</b>	Salem Elementary School	<b>LEA #</b>	2502005
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**Introduction**

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

<b>Statute</b>		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

**Directions:**

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

**2015-16 General Description Report for ALE- State 275**

<b>School:</b>	Salem Elementary School	<b>LEA #</b>	2502005
<b>Revenue:</b>	32370	<b>Source of Funds:</b>	275
<b>Date of modifications:</b>	9/24/2015		

**Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.**

The ALE program is designed to offer students an alternate education environment when needed. Salem uses ALE to help students who meet two of the ALE entrance requirements find a way to succeed. The ALE helps students who have failed a grade, are unable to succeed in the regular curriculum classroom, or are enroute to dropout succeed in their goal to graduate. The ALE program is evaluated each year by the ALE teachers, principal, parents, and students. The survey used to evaluate the ALE program provides data for improvement. The ALE program is also evaluated by the number of ALE students who move back into the regular classroom and/or graduate from high school. Expenditures include ALE teacher salaries and benefits, professional development, and materials and supplies for the ALE classroom.

**2015-16 General Description Report for ELL- State 276**

<b>School:</b>		<b>LEA #</b>	
<b>Revenue:</b>	32371	<b>Source of Funds:</b>	276
<b>Date of modifications:</b>			

**Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.**

**2015-16 General Description Report for NSLA- State 281**

<b>School:</b>	Salem Elementary School	<b>LEA #</b>	2502005
<b>Revenue:</b>	32381	<b>Source of Funds:</b>	281
<b>Date of modifications:</b>	9/24/2015		

**Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.**

The purpose of the district use of NSLA funds is to meet the educational needs of low income students. The district is focused on using these funds to minimize the achievement gap between the general population and the low-income population. Salem School District has had great success in keeping the achievement gap at less than 5% on state exams over the past several years. We certainly think that the use of NSLA funds is one reason for this outstanding success.

The district has and will continue to focus on the use of technology by all students, but specifically low-income students, as a tool to increase student achievement. Research provided by the Stanford Center for Opportunity Policy in Education/Alliance for Excellent Education (Using Technology to Support At-Risk Students' Learning; (September 2014) indicates that the use of technology as a teaching and learning tool can have a positive impact on the educational performance of low-income students.

The district will also use funds to provide early intervention struggling learnings that dyslexia indicators. It is important to identify these students at an early stage and provide the appropriate interventions.

The district also uses funds for salary above the minimum to ensure that our district is able to attract and keep highly qualified teachers.

The district also uses funds to provide parental involvement information to parents throughout the school year and provided a safe environment for student learning by providing a school resource officer.

The district and school planning teams evaluate the NSLA program and expenditures on an annual basis. They use multiple sources of data (test scores on state exams, formative assessments, teacher surveys, parent surveys, and student surveys) to evaluate the effectiveness of the program.

**2015-16 General Description Report for PD- State 223**

<b>School:</b>	Salem Elementary School	<b>LEA #</b>	2502005
<b>Revenue:</b>	32256	<b>Source of Funds:</b>	223
<b>Date of modifications:</b>	9/24/2015		

**Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.**

Professional development requirements as well as data from teacher completed needs assessment surveys are evaluated before professional development is assigned through the teacher professional growth plans. Through collaborative efforts of the teacher and building administrator, the teacher professional growth plans are developed to meet the requirements of the department of education and the individual teacher's needs. Teachers must complete the 36 hours required by the department of education and an additional 24 hours required by the district for a total of 60 hours. Expenditures include teacher workshop fees, necessary travel reimbursement, and materials and supplies.