

AR  
 POTTSVILLE MIDDLE GRADES  
 6926 SR 247  
 POTTSVILLE AR 72858  
 479-890-6631

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

<b>School</b>	Pottsville Middle Grades	<b>LEA #</b>	5804015
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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:

Statute		
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>	Pottsville Middle Grades	<b>LEA #</b>	5804015
<b>Revenue:</b>	32370	<b>Source of Funds:</b>	275
<b>Date of modifications:</b>			

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

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

<b>School:</b>	Pottsville Middle Grades	<b>LEA #</b>	5804015
<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.

PURPOSE:

In addition to classroom instruction, an ESL instructor will provide ELL students with language instruction. Language materials will be purchased to support the instruction. Chromebooks and licenses will be purchased and incorporated in instruction for ESL students to boost their language acquisition with interactive activities. Technology will allow us to individualize instruction for each student and accelerate acquisition of the five

components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension through software and internet applications. To ensure understanding and increase parental involvement, translators will be provided when necessary.

PROGRAM EVALUATION: On the 2014-2015 English Language Development Assessment in grades 4-6, 6 students scored a 4; 2 students scored a 3, 2 students scored a 2, 1 student scored a 1. Listening and Speaking are strengths throughout grades 5 and 6; Reading and Listening are the strengths in 4th grade; and Writing is the weakest area throughout the grades

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

<b>School:</b>	Pottsville Middle Grades	<b>LEA #</b>	5804015
<b>Revenue:</b>	32381	<b>Source of Funds:</b>	281
<b>Date of modifications:</b>			

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

**PURPOSE:**

- Purchase new accelerated reader books, e-books, and audiobooks for the accelerated reader program. (Supplemental materials)
- To improve student achievement, educational software such as Brainpop, Educational City and A to Z will be used for the computer lab/classroom. Teachers will use the computer lab and classroom to provide support activities to improve student achievement.
- First and second year Literacy Lab participants will receive \$600 to develop classroom libraries. Additional content area class books and workbooks will also be purchased for teachers to support literacy lab strategies and curriculum.
- Use Follet Library/Destiny Asset Software and purchase Britannica on-line to drive students' critical thinking skills, problem-solving skills and information search skills.
- Teachers will meet in grade levels and analyze the test analysis for areas of concern. Math and Literacy teachers, principal and intervention teachers will collaborate to determine necessary intervention to support the standards. Materials and supplies will be purchased to assist in classroom instruction and increase student performance.(formative/interim assessments)
- Professional Development focused on student-centered technology use/teacher planning will be presented by the Instructional Technology Director and teachers from the Technology Academy. Laptops/Computers and Chromebooks and licenses will be purchased as replacements and/or incorporated in instruction for student support to boost their language acquisition with interactive activities. Technology will allow us to individualize instruction for each student and accelerate acquisition of the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension through software and internet applications.
- Individual student results from formative/interim assessments will be reviewed. Based on these results, the teacher will monitor and adjust future classroom instruction and provide intervention as needed. Materials and supplies will also be purchased to assist in increasing student performance.

**PROGRAM EVALUATION:**

- Reading teachers will assess all students' reading level through the STAR assessment. Under a reading teacher's direction, all students will monitor their reading level and goals and make a growth comparison. The effectiveness of the Literacy Lab model will also be evaluated under this: Star Growth Report will be reviewed with students at semester and the end of each school year. EVALUATION RESULTS: 2014-2015 Growth Report 4th: GE pre 4.19 and post 5.10 ( .91); 5th: GE pre 4.48 and post 5.38 ( .9); 6th: GE pre 6.07 and post 6.87 ( 0.8);
- Continue to implement an intervention plan in 4-6 that is aligned to the curriculum. The effectiveness of the Literacy Lab model will also be evaluated under this: First of the year data analysis from the previous year will be reviewed and item analysis based on areas of concern that overlap will be created for 4-6 use for enrichment and to guide instruction. Reflection data from formative assessment results will guide the intervention process. EVALUATION RESULTS (trends/weak areas): 4th-introductions, conclusions, spelling, capitalization, main idea, inferencing, forming complete sentences and punctuation; 5th-sentence structure, parts of speech, determining meaning of words and phrases, figurative language; 6th-mechanics-spelling, capitalization, punctuation, sentence structure, research.
- Administer a pre and post math test from Star Math that is aligned to our state standards, to assess yearly gains. Those students who are not meeting standards according to the state Benchmark test will receive intervention. EVALUATION RESULTS: 2014-2015 Growth Report: 4th: GE pre 4.7 and post 6.9 ( 2.2); 5th: GE pre 4.91 and post 7.74 ( 2.83); 6th: GE pre 6.6 and post 10.8 ( 4.2);
- Teachers and principal are available twice yearly to consult with parents regarding AIP progress. Parents may also request a conference with the teacher and principal at anytime throughout the school year. A sign-in sheet will be used to document the conference. (Act 35) EVALUATION RESULTS: Contact made with 100% of parents.
- Math teachers will teach students strategies for responding to open-ended math assessments AND analyze student work, CRT, and NRT data to determine gains in math problem solving and procedures. Students not meeting those gains will receive intervention. EVALUATION: Based on analysis of data 2014-2015, focus will be on strategies for: 4th-use of protractor and math tools; 5th-mult. exponent with 10 times decimal, word problems-multiply fractions; 6th-area and perimeter, factors and multiples, fraction operations.

- Teachers will submit to the principal copies of open response items and test analysis documenting student performance on formative/interim assessments, teacher generated assessments, and text generated evaluations. EVALUATION RESULTS: 100% of teachers participated in this activity.
- Teachers will keep a class portfolio for each child's samples or written assessments. Teachers will monitor student progress and intervene with necessary instructional intervention based on formative/interim assessment results taken throughout the year. These assessments will be passed to content teachers year to year. EVALUATION RESULTS: weak areas identified are conclusions, sentence structure, parts of speech, determining the main idea, inferencing, research, capitalization, punctuation, and spelling.

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

<b>School:</b>	Pottsville Middle Grades	<b>LEA #</b>	5804015
<b>Revenue:</b>	32256	<b>Source of Funds:</b>	223
<b>Date of modifications:</b>			

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

**PURPOSE:**

- Teachers will meet in grade level/horizontal teams to evaluate test data and common assessments and to adjust curriculum accordingly; professional development will be provided to teachers in best instructional practices to improve instruction in areas of deficiencies found in student data (Title I funds will be used-exceeding the required state PD hours). Substitutes (purchased through SUBTEACH) will be provided; Purchased Services- lodging, registration fees, meals, travel, etc.; Materials and supplies will also be purchased to either conduct training activities or to support classroom instruction.
- At the beginning of the school year, teachers will analyze CRT and NRT data. Release days will also be given after Formative/Interim Assessments to grade and evaluate progress with reflection data and a printed evaluation sheet given to all 4-6 teachers. Instructional changes will be made to meet the needs of the students.
- Continue to facilitate a committee of parents, community and school staff to implement effective practices for parent involvement to all staff members. Teachers will also be provided professional development on the importance of effective communication, value and utility of the contribution of parents. (August 13-Parent Barriers)
- Principal and district staff will be trained/provided training in CWT (Classroom Walkthrough Training) and TESS to improve self-growth (professional growth plan) and student achievement and decision making abilities.
- Teachers will meet in vertical/horizontal teams to develop curriculum and compare curriculum maps in order to find gaps and/or repetitions in compliance with the Common Core frameworks set for each grade level. Professional development will be provided in weak areas.
- Research based high yield instructional strategies will be taught to staff and an integrated instruction will be set forth to accommodate the needs of the various learning styles of students: identifying similarities and differences; nonlinguistic representation; generating/testing hypotheses; cooperative learning; summarizing and note-taking.
- Administrators, teachers and staff will be trained in ways to integrate technology into curricula and instruction to improve instructional effectiveness and improve student achievement.
- Subs will be provided and teachers will be given release days to continually analyze student progress using an assessment wall and formative/interim assessments. Instructional changes will be made as needed to raise student achievement for all children.
- Faculty will receive training on anti-bullying, (and other character concerns as needed), and crisis management to reduce absenteeism and discipline referrals and to foster a positive atmosphere for student learning.

**PROGRAM EVALUATION:**

- From an APSCN discipline report, compile and compare discipline referrals from the previous two years to determine effectiveness. 113 out of 386 (29%) of 2007-08 were referred. 62 out of 382 (30%) were referred in 2008-09. There were 69 discipline referrals in 2009-10; 2010-11 85 out of 425 students(20%) were referred. In 2011-12 86 out of approx. 400 students (22%) were referred. In 2012-2013, there were 64 discipline referrals. In 2013-2014, there were 49 discipline referrals (a decrease of 15 compared to 2012-2013 and a decrease of 37 compared to 2011-2012). In 2014-2015, there were 54 discipline referrals (an increase of 9 compared to 2013-2014 but still a decrease of 10 compared to 2013-2013). Disorderly conduct was #1 among all grades in 2014-2015.
- Students and parents will be surveyed, at the spring parent teacher conferences, to determine the effectiveness of the character education program with regard to making appropriate safety decisions in the event of a crisis. Evaluation Results 2014-2015: 32 responses to the question resulted with 97% of parents responding agreeing that PMG provides a safe and orderly environment and 90% felt positive regarding the parent involvement program at PMG, 81% agreed that e-School grading system kept them informed about child's grades, and 100% agreed that the school messenger kept them adequately informed of activities and events at school.
- Principal will conduct Classroom Walkthroughs/TESS, collect data, and establish baseline results. Evaluation Results 2014-2015: The following areas of focus include: identifying similarities and differences, summarizing and note taking, non-linguistic representation, cues, questions, and advanced organizers.
- Teachers and principals will analyze data to determine areas of growth and weakness in the implementation process. EVALUATION RESULTS 2014-2015: 27 teachers (100%) were using technology but movement should

- be made for teacher facilitated and more student-centered technology.
- Reading teachers will assess all students' reading level through the STAR assessment. Under a reading teacher's direction, all students will monitor their reading level and goals and make a growth comparison. The effectiveness of the Literacy Lab model will also be evaluated under this: Star Growth Report will be reviewed with students at semester and the end of each school year. EVALUATION RESULTS: 2014-2015 Growth Report 4th: GE pre 4.19 and post 5.10 ( .91); 5th: GE pre 4.48 and post 5.38 ( .9); 6th: GE pre 6.07 and post 6.87 ( 0.8);
  - Continue to implement an intervention plan in 4-6 that is aligned to the curriculum. The effectiveness of the Literacy Lab model will also be evaluated under this: First of the year data analysis from the previous year will be reviewed and item analysis based on areas of concern that overlap will be created for 4-6 use for enrichment and to guide instruction. Reflection data from formative assessment results will guide the intervention process. EVALUATION RESULTS (trends/weak areas): 4th-introductions, conclusions, spelling, capitalization, main idea, inferencing, forming complete sentences and punctuation; 5th-sentence structure, parts of speech, determining meaning of words and phrases, figurative language; 6th-mechanics-spelling, capitalization, punctuation, sentence structure, research.
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  - Teachers will submit to the principal copies of open response items and test analysis documenting student performance on formative/interim assessments, teacher generated assessments, and text generated evaluations. EVALUATION RESULTS: 100% of teachers participated in this activity.
  - Teacher PD Survey 2014-2015: More ideas for instructional strategies and time to collaborate were the top priorities.
  - Average daily student attendance for SY 2014-2015 = 96.04%; SY 2013-2014: 96.04; 2012-2013: 96.48%; SY 2011-12 96.14%; SY 2010-11 97%; 2009-10 100%; SY 2008-09 100%; SY 2007-08 100%; SY 2006-07 100%; SY 2005-06 99%.