

AR
 POTTSVILLE HIGH SCHOOL
 500 APACHE DRIVE
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**Arkansas Public District and School
 General Description for the use of State Categorical Funding**

School	Pottsville High School	LEA #	5804014
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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

School:	Pottsville High School	LEA #	5804014
Revenue:	32370	Source of Funds:	275
Date of modifications:			

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

PURPOSE:

- To improve the quality of instruction for students in the ALE, the web based Odysseyware software program will be utilized and licenses purchased yearly.
- At risk students who meet the criteria and/or characteristics of: ongoing, persistent lack of attaining proficiency levels in literacy and mathematics; abuse-physical, mental, or sexual; frequent relocation of residency; homelessness; inadequate emotional support; mental/physical health problems; pregnancy; single parenting; personal or family problem situations; recurring absenteeism; dropping out of school; disruptive behavior or any other situation that negatively affects a student's academic and social progress will be placed in an Alternative Learning Environment either on campus or at an Alternative Learning Environment at Crossroads/Atkins (purchased services) and taught by a HQT teacher (salary and benefits-.4fte). Individual instruction will be used to increase student achievement and promote graduation. Materials and supplies based upon immediate student needs.

PROGRAM EVALUATION:

- 2014-2015 Results: 46 Students completed courses in ALE.

2015-16 General Description Report for ELL- State 276

School:	Pottsville High School	LEA #	5804014
Revenue:	32371	Source of Funds:	276
Date of modifications:			

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, ELL and special education students will receive language and reading instruction from a trained ESL or special education instructor. Laptops/Computers 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 Language materials will be purchased to support the instruction. Reading materials in the classroom will be geared to meet IEPs.

PROGRAM EVALUATION:

- EVALUATION: English Language Development Assessment for 2014-2015 in grades 10-12 were: 1 student scored a 5, 6 students scored a 4, and 3 students scored a 3. Speaking is the strength throughout the grades while Listening, Reading, and Writing are the areas for improvement.

2015-16 General Description Report for NSLA- State 281

School:	Pottsville High School	LEA #	5804014
Revenue:	32381	Source of Funds:	281
Date of modifications:			

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

PURPOSE:

- In order to improve instruction in all academic areas, content teachers will be given professional development opportunities for individual professional development, formative assessment analysis release time, curriculum development, vertical teaming, interventions (behavioral & academic), building level staff development, and ACSIP & data analysis activities. Teachers will be trained in research based strategies such as Literacy Lab, Next Step, Impacting Reading, Reading in Content Area Techniques, and open response scoring as well as other research based methods. Subs will be provided (purchased through SUBTEACH). Stipends (salaries/benefits given). Classroom libraries will be purchased so teachers may implement reading strategies in the classroom. Materials and supplies will be purchased to support instruction and to conduct training activities to improve student learning.
- The READ 180 program will be used to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.
- The librarian will purchase books/play-a-ways/e-books including e-books and audio books from Overdrive software to support AR. Students will select books of their choice. Selections will be made from both fiction and non-fiction titles.
- To improve instruction and raise achievement, content teachers will be given PD opportunities. Subs will be provided (purchased through SUBTEACH) and teachers will be given release time throughout the academic year to evaluate formative/interim assessments and meet in vertical teams to discuss curriculum and instructional changes. Materials and supplies for math/literacy will also be purchased as needed.
- Parents will gain an understanding of the importance of collaboration for the educational goals and initiatives by attending orientations, senior day activities, honor banquets, CAPs conferences, Pre-AP meetings, and Parent-Teacher conferences (min 2 a year) and Parental Involvement Meetings. Materials and supplies will be purchased for parent activities.

PROGRAM EVALUATION:

- READ 180: In 2011-2012, results indicated that 7/10 students in grades 11 and 12, slightly increased their reading growth (lexile growth); 3/10 students in grades 11 and 12 met or exceeded reading growth (lexile growth); In 2012-2013 results indicated that 11/15 students in grades 10-12 met or increased their reading growth while 4/15 students in grades 10-12 decreased slightly. In 2013-2014 results indicated that 8/15 students in grades 10-12 increased their reading growth, 4/15 stayed the same, and 3/15 decreased slightly. In 2014-2015: 5 students increased their lexile scores.
- In order to monitor cross curricular overlaps, teachers' curriculum maps will be posted on schools public server and be evaluated by faculty using a questionnaire/evaluation report. (Mapping will be a continuous process that is driven by the academic data and frameworks.) Open-ended response questions with a student work sample are to be kept on the N-drive and in teachers ACSIP folders. A copy of class schedule which includes AR

time will be kept on file. Star Test will be kept on file in English classrooms and used to evaluate students' progress. In addition, two times a year teachers will monitor student reading level using Star Test results. These results will be reported and used to plan curriculum. EVALUATION: According to STAR Tests: Fall '10: 60% / Spring '11 54% of student tested scored below grade level (6% reduction) Fall '11 47%/ Spring '12 42% (5% reduction) scored below grade level Fall '12 55% scored below grade level. Reduce the number of students scoring below grade level by 10% on the STAR test Spring 2012. According to 2012-2013 STAR Tests: Growth Reports indicate that the pretest average = 9.3; post-test average = 10.2; growth increase average of .8. Based upon the 2013-2014 STAR Tests: Growth Reports indicate that the pretest average = 9.9; post-test average = 10.07; growth increase average of .17. 2014-2015: 10th grade 84/144 reading above grade level; 11th grade 63/119 students reading above grade level; 12th grade 38/86 reading above grade level.

- Examples of literacy questions will be maintained by individual teachers, posted on the N-Drive and assessed during teacher evaluations. Teachers will evaluate student's work based upon teacher developed rubrics and formative/interim assessments. EVALUATION 2014-2015: Formative assessments: grammar, vocabulary, higher level complexity works-speeches and excerpts from novels, setting driving plot. 2015-2016: ACT Aspire will be evaluated to judge effectiveness of integration in all content area.
- All Formative/Interim Math Test results will be analyzed and any areas with marked deficiency will be noted. Formative/Interim assessment results and curriculum reflection forms will be turned in to the administration. The teachers will then develop programs of instruction to address these needs. EVALUATION: 2014-2015 formative assessments: finding coordinates of endpoint, vocabulary, distance formula, segment, and angle formulas.
- A parental survey will be conducted each spring to evaluate how parents and students are serviced by the district. The survey results will be analyzed to decide what services our parents and students would find the most useful and the parent involvement plan will be adjusted accordingly. EVALUATION: PTC spring survey results: 09/10 areas of concern: 40% of parents prefer direct phone calls as method of contact, 7.4% are concerned with quality of physical education program and 7% want updated webpages. CAP's results:09/10 91% of parents find the program beneficial,10/11 Results show no significant areas of concern in subject areas or on webpages <1%, 6% of parents show a concern about Timely Pinnacle Updates, 97% of Parents find the CAPS program Beneficial; 2011-2012 results show no significant areas of concern in subject areas or webpages: 7% of parents indicated a concern about Timely Pinnacle Updates; 97% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 97% of parents feel PHS provides high quality educational programs. 2012-2013 results show no significant areas of concern in subject areas or webpages: 3% of parents indicated a concern about Timely Pinnacle Updates; 96% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 92% of parents feel PHS provides high quality educational programs. 2013-2014 results show no significant areas of concern in subject areas or webpages: 4% of parents indicated a concern about Timely Pinnacle Updates (eSchool is replacing Pinnacle for the 14/15 SY); 90% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS; and 97% of parents feel PHS provides high quality educational programs. 2014-2015 SY: 100% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS as well as 100% feel that PHS provides high quality education programs. 7% of parents would like to have a better understanding of e-School.

2015-16 General Description Report for PD- State 223

School:	Pottsville High School	LEA #	5804014
Revenue:	32256	Source of Funds:	223
Date of modifications:			

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

PURPOSE:

- In order to improve instruction in all academic areas, content teachers will be given professional development opportunities for individual professional development, formative assessment analysis release time, curriculum development, vertical teaming, interventions (behavioral & academic), building level staff development, and ACSIP & data analysis activities. Teachers will be trained in research based strategies such as Literacy Lab, Next Step, Impacting Reading, Reading in Content Area Techniques, and open response scoring as well as other research based methods. Subs will be provided (purchased through SUBTEACH). Stipends (salaries/benefits given). Materials and supplies will be purchased to support instruction and to conduct training activities to improve student learning.
- To improve instruction and raise achievement, content teachers will be given PD opportunities. Subs will be provided (purchased through SUBTEACH) and teachers will be given release time throughout the academic year to evaluate formative/interim assessments and meet in vertical teams to discuss curriculum and instructional changes.
- Faculty will be provided parental involvement training to enhance collaboration and increase student achievement.
- Faculty will be provided PD on anti-bullying procedures and prevention, crisis management skills, etc..., to reduce absenteeism and discipline concerns and to foster a positive atmosphere for student performance.
- Technology training will be provided and will allow teachers to individualize instruction for each student and accelerate acquisition of the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension as well as apply math skills through the aid of software and internet.

PROGRAM EVALUATION:

- In order to monitor cross curricular overlaps, teachers' curriculum maps will be posted on schools public server and be evaluated by faculty using a questionnaire/evaluation report. (Mapping will be a continuous process that is driven by the academic data and frameworks.) Open-ended/written response questions with a student work sample are to be kept on the N-drive and in teachers ACSIP folders. A copy of class schedule which includes AR time will be kept on file. Star Test will be kept on file in English classrooms and used to evaluate students' progress. In addition, two times a year teachers will monitor student reading level using Star Test results. These results will be reported and used to plan curriculum. EVALUATION: According to STAR Tests: Fall '10: 60% / Spring '11 54% of student tested scored below grade level (6% reduction) Fall '11 47%/ Spring '12 42% (5% reduction) scored below grade level Fall '12 55% scored below grade level. Reduce the number of students scoring below grade level by 10% on the STAR test Spring 2012. According to 2012-2013 STAR Tests: Growth Reports indicate that the pretest average = 9.3; post-test average = 10.2; growth increase average of .8. Based upon the 2013-2014 STAR Tests: Growth Reports indicate that the pretest average = 9.9; post-test average = 10.07; growth increase average of .17. 2014-2015: 10th grade 84/144 reading above grade level; 11th grade 63/119 students reading above grade level; 12th grade 38/86 reading above grade level.
- Examples of literacy questions will be maintained by individual teachers, posted on the N-Drive and assessed during teacher evaluations. Teachers will evaluate student's work based upon teacher developed rubrics and formative/interim assessments. EVALUATION 2014-2015: Formative assessments: grammar, vocabulary, higher level complexity works-speeches and excerpts from novels, setting driving plot. 2015-2016: ACT Aspire will be evaluated to judge effectiveness of integration in all content area.
- All Formative/Interim Math Test results will be analyzed and any areas with marked deficiency will be noted. Formative/Interim assessment results and curriculum reflection forms will be turned in to the administration. The teachers will then develop programs of instruction to address these needs. EVALUATION: 2014-2015 formative assessments: finding coordinates of endpoint, vocabulary, distance formula, segment, and angle formulas.
- A parental survey will be conducted each spring to evaluate how parents and students are serviced by the district. The survey results will be analyzed to decide what services our parents and students would find the most useful and the parent involvement plan will be adjusted accordingly. EVALUATION: PTC spring survey results: 09/10 areas of concern: 40% of parents prefer direct phone calls as method of contact, 7.4% are concerned with quality of physical education program and 7% want updated webpages. CAP's results:09/10 91% of parents find the program beneficial,10/11 Results show no significant areas of concern in subject areas or on webpages <1%, 6% of parents show a concern about Timely Pinnacle Updates, 97% of Parents find the CAPS program Beneficial; 2011-2012 results show no significant areas of concern in subject areas or webpages: 7% of parents indicated a concern about Timely Pinnacle Updates; 97% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 97% of parents feel PHS provides high quality educational programs. 2012-2013 results show no significant areas of concern in subject areas or webpages: 3% of parents indicated a concern about Timely Pinnacle Updates; 96% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 92% of parents feel PHS provides high quality educational programs. 2013-2014 results show no significant areas of concern in subject areas or webpages: 4% of parents indicated a concern about Timely Pinnacle Updates (eSchool is replacing Pinnacle for the 14/15 SY); 90% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS; and 97% of parents feel PHS provides high quality educational programs. 2014-2015 SY: 100% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS as well as 100% feel that PHS provides high quality education programs. 7% of parents would like to have a better understanding of e-School.
- Teacher PD Survey 2014-2015: Results indicated more training in instructional strategies (technology) and more time for collaboration.
- Average daily attendance for SY 2014-2015: 95.77 AND graduation rate: 97.5%. SY: 2013-2014: 95.77; 2012-2013= 95.05%;SY 2011-12 95.22%; SY 2010-11 94.5%; SY 2009-10 92%; SY 2008-09 93.1%; SY 2007-08 92.4; SY 2006-07 93.5%; SY 2005-06 98.8%; Graduation Rate for SY 2009-10 93.1%; SY 2008-09 89.9; SY 2007-08 87.7; SY 2006-07 92.1; SY 2005-06 79.1. According to the 2012 ESEA report, All Students met AMO for graduation rate; however, TAGG Students did not. In the 2013-2014 SY, All Students will meet the graduation rate AMO of 96.67, and TAGG Students will meet the graduation rate AMO of 96.49. Based upon the 2013 ESEA report, All students met AMO for graduation rate; however, TAGG Students did not. According to the 2014 ESEA report, both All Students and TAGG Students met Graduation Rate AMO. In the 2014-2015 SY, All Students will meet the graduation rate AMO of 96.70, and Tagg Students will meet the graduation rate AMO of 95.73.
- 2014-2015 APNA results: 10th and 12th grades combined/areas of concern: 44% alcohol usage and 31.3% cigarette usage.