

AR  
 POTTSVILLE JUNIOR HIGH SCHOOL  
 250 APACHE DRIVE  
 POTTSVILLE AR 72858  
 479-968-6574

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

<b>School</b>	Pottsville Jr. High	<b>LEA #</b>	5804016
---------------	---------------------	--------------	---------

**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>	Pottsville Jr. High	<b>LEA #</b>	5804016
<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 Jr. High	<b>LEA #</b>	5804016
<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:

All ELL students will be assessed using the MAC II assessment. For qualifying students, a trained ELL Instructor in conjunction with content teachers, will provide language instruction. Language materials will be purchased to support the instruction. Laptops/chromebooks/projectors 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.

**PROGRAM EVALUATION:**

- In accordance with state standards, a post MAC II will be administered to evaluate progress. **EVALUATION RESULTS:** The English Language Development Assessment for 2015-2016: In Grades 7-9, 3 students scored a 5, 2 students scored a 4, 3 students scored a 3, 0 scored a 2, and 1 student scored a 1. Listening and Speaking are strengths throughout the grades while Writing and Reading are the weakest areas.

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

<b>School:</b>	Pottsville Jr. High	<b>LEA #</b>	5804016
<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:**

- Content teachers will continue to participate as needed in Literacy Lab Professional Development or other trainings to learn ways to implement reading strategies including the following, but not limited to, phonemic awareness, comprehension, inference, vocabulary and fluency across the curriculum. During the school year, subs will be provided for teachers. Teachers will be paid their daily rate of pay for summer attendance, including meals/mileage/motels. Additional class sets of books will be purchased for those teachers already trained in the Literacy Model.
- To improve reading comprehension, decoding skills, and fluency, electronic reading devices and audio books will be available to teachers for classroom use as well as student check out in the library. This will allow struggling readers access to grade level books. Books and/or e-books and audiovisual books will also be purchased to enhance student performance. The effectiveness of this program will be monitored through the increase of individual STAR reading scores as well as AR test results. A paraprofessional (fte .5) work under the direction of a highly qualified librarian to track student progress, assist in student book selection, and monitor library activities.
- Two paraprofessionals will work under the supervision of a classroom teacher to provide supplemental instruction in math or literacy. (fte. 2) Materials and supplies will be purchased as needed.
- Continue the READ 180 program 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. Materials, supplies, and license renewal will be provided.
- The Parent Center will provide resources on relevant parenting topics such as: parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families while supporting parents in skills through literature and research in the center and library. The Parent Facilitator (certified teacher) will help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement; and undertake efforts to ensure parental participation is recognized as an asset to the school. A Volunteer Resource Book will be maintained and school staff will be encouraged to use it to match school needs with volunteer interests. Materials and supplies will be purchased to support different parent activities.

**PROGRAM EVALUATION:**

- Number of words read, AR goals met and STAR level will be used to measure student growth through grade level reports from Renaissance Learning. Student reading growth will be rewarded based on these measures. **EVALUATION RESULTS 2014-2015:** 7th grade pre-test = 7.0 and post-test = 7.9 ( .9); 8th grade pre-test = 8.0 and post-test = 8.7 ( .7); 9th grade pre-test = 7.7 and post-test = 8.2 ( .5).
- Junior High Teachers will integrate vocabulary building and spelling strategies to help students achieve higher academic scores in literacy. Content area "Word Walls" will be displayed in each classroom. Teachers will instruct in whole group as well as small group instruction. Principal will observe and evaluate the use of these strategies during CWT/TESS. A Walk Through/TESS Cumulative Report will be available to access the observations for evaluation. **EVALUATION RESULTS: 2014-2015:** 93% of teachers were using the knowledge level of Bloom's Taxonomy; 100% of teachers were using the comprehension level of Bloom's Taxonomy; 29% of teachers were using the analysis level of Bloom's Taxonomy; 43% of teachers were using the application level; 36% of teachers were using the synthesis level of Bloom's Taxonomy; and 36% of teachers were using the evaluation level of Bloom's Taxonomy.
- Math Formative/Interim Assessments will be utilized by teachers and paraprofessionals to assess students, drive instruction and remediation in preparation for state mandated tests. 2015-2016 Focus: Basic Math Facts, Negative Numbers, Logical Reasoning, and Critical Thinking.
- READ 180 Evaluation: 14/21 students had a Lexile growth of 75 and/or above.

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

<b>School:</b>	Pottsville Jr. High	<b>LEA #</b>	5804016
<b>Revenue:</b>	32256	<b>Source of Funds:</b>	223

**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/vertical teams to evaluate test data, common assessments, and interim assessments to adjust curriculum accordingly based upon needs assessments. Student intervention will be developed for students not achieving at grade level in literacy or math. Professional development will be provided to teachers in best instructional practices to improve instruction in areas of deficiencies found in student data. Materials and supplies will be purchased to enhance student learning and/or to conduct training activities. (Subs will be purchased through SUBTEACH for teacher release time.)
- 7-9th grade teachers and staff will be trained or refreshed as needed in either the Step-Up To Writing strategies or other similar writing programs including: modeling in the classroom for teachers.
- Content teachers will continue to participate as needed in Literacy Lab Professional Development or other trainings to learn ways to implement reading strategies including the following, but not limited to, phonemic awareness, comprehension, inference, vocabulary and fluency across the curriculum.
- Technology training I (Instructional strategies) will be provided to help improve student achievement in all content areas.
- Training will be administered on anti-bullying policies and procedures (and other character needs) and crisis management, etc..., to reduce absenteeism, discipline concerns, and to promote a positive atmosphere for student learning.
- PD training will be held to foster active parent participation and reduce barriers.
- Train teachers in CWTs and TESS. Individual teacher training will be determined on an individual basis.
- 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 Arkansas frameworks/Common Core standards set for each grade level. Professional development will be provided in weak areas.

**PROGRAM EVALUATION:**

- Number of words read, AR goals met and STAR level will be used to measure student growth through grade level reports from Renaissance Learning. Student reading growth will be rewarded based on these measures. EVALUATION RESULTS 2014-2015: 7th grade pre-test = 7.0 and post-test = 7.9 ( .9); 8th grade pre-test = 8.0 and post-test = 8.7 ( .7); 9th grade pre-test = 7.7 and post-test = 8.2 ( .5).
- Junior High Teachers will integrate vocabulary building and spelling strategies to help students achieve higher academic scores in literacy. Content area "Word Walls" will be displayed in each classroom. Teachers will instruct in whole group as well as small group instruction. Principal will observe and evaluate the use of these strategies during CWT/TESS. A Walk Through/TESS Cumulative Report will be available to access the observations for evaluation. EVALUATION RESULTS: 2014-2015: 93% of teachers were using the knowledge level of Bloom's Taxonomy; 100% of teachers were using the comprehension level of Bloom's Taxonomy; 29% of teachers were using the analysis level of Bloom's Taxonomy; 43% of teachers were using the application level; 36% of teachers were using the synthesis level of Bloom's Taxonomy; and 36% of teachers were using the evaluation level of Bloom's Taxonomy.
- Math Formative/Interim Assessments will be utilized by teachers and paraprofessionals to assess students, drive instruction and remediation in preparation for state mandated tests. 2015-2016 Focus: Basic Math Facts, Negative Numbers, Logical Reasoning, and Critical Thinking.
- READ 180 Evaluation: 14/21 students had a Lexile growth of 75 and/or above.
- Evaluate the prior year's discipline referrals to determine the effectiveness of the character education program. EVALUATION RESULTS: 2014-2015: 334 discipline reports (a decrease of 270 referrals). Incidents per grade and incident occurring the most: 7th-156/47% (insubordination), 8th-98/29% (insubordination), 9th- 80/24% (insubordination). 2013-2014: 604 total discipline incidents (an increase of 84 incidents compared to previous year). Incidents per grade- 7th grade = 192/32%; 8th grade = 240/40%; and 9th grade = 172/28%. The incidents occurring most per grade level: 7th grade = disorderly conduct; 8th grade and 9th grade = insubordination. 2012-2013: 520 total discipline incidents for grades 7-9 (a decrease of 424 incidents compared to 2011-2012. Incidents per grade in 2012-2013: 7th grade 169=33%; 8th grade 191=37%; 9th grade 160=31%. 2011-2012: 944 total discipline incidents for grades 7-9 (an increase of 187 incidents compared to 2010-2011. Incidents per grade: 7th grade 299=32%; 8th grade 295=31%; 9th grade 350=37%. Incident type occurring most often was insubordination for all grades.
- Average daily attendance for SY 2014-2015: 98.49%; SY 2013-2014: 98.49; 2012-2013 = 98.27; SY 2011-12 97.6%; SY 2010-11 98%; SY 2009-10 98%; SY 2008-09 98%; SY 2007-08 97.9; SY 2006-07 94.9%;
- 2014-2015 Teacher Survey: Instructional Strategies and time to meet were the highest priorities.
- A parent survey to determine the effectiveness of school and parent collaboration indicated the following: EVALUATION RESULTS: 2014-2015: 90.9% of parents felt the Jr. High provides a safe and orderly environment for students and teachers; 100% felt they receive adequate information about the school's programs and preparing a program of study for their child (CAPS);