

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

School		LEA #	
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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:

[Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds May 2016](#)

[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

2016-17 General Description Report for PD - State 223

School:		LEA #	
Revenue:	32256	Source of Funds:	223
Date of modifications:	<input type="text"/>		

Please provide the following general information regarding the use of PD funds:

1. The needs assessment provides the general results related to Professional Development. What were the conclusions from the needs assessment? What did the review tell you?
2. Describe how the PD funds are utilized (See HINTS and rules above)
3. Describe how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program activities/services.

COMPREHENSIVE NEEDS ASSESSMENT:

4th grade: ACT Aspire/Subject Proficiency Results: Overall-82% Math; 81% English; 58% Science; 53% Reading; 12% Writing; By gender: Female-88% Math, 90% English, 66% Science, 59% Reading, 13% Writing; Male-75% Math, 72% English, 50% Science, 47% Reading, 10% Writing; By Ethnicity (4 students or less no scores): African American-83% Math, 50% English, 50% Science, 33% Reading, 0% Writing; Hispanic: 40% Math, 60% English, 20% Science, 0% Reading, 20% Writing; White: 81% Math, 83% English, 59% Science, 54% Reading, 12% Writing.

1. NEEDS ASSESSMENT: (4th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in literacy sentence structure, main idea, point of view, personification, dialogue, editing and paragraph structure are the weak areas. Contributing factors include: lack of exposure to real-world text, and students not understanding when to infer and when to look for specifics. SY 2016-2017 In addition to current strategies for improvement: more emphasis on figurative language; better strategies for finding meaning in text; and provide ESL students/TAGG students and All Students with more intense vocabulary instruction, and more hands-on technology to assist them with their reading comprehension. More daily practice, review, teacher modeling and peer examples will also be provided for all students and tagg students.

2. NEEDS ASSESSMENT: (4th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in math, Rounding, Multiplication, Geometry and Algebra (multiple-choice), visualizing and dissecting shapes, multi-step problems, time, and vocabulary for All Students and especially TAGG students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2016-2017: In addition to current strategies for improvement: spiraling math homework, more practice on conversions in time and measurement, incorporate more real-world multi-step problems, use visual vocabulary, reteaching, and small group for those struggling most.

5th grade: ACT Aspire/Subject Proficiency Results: Overall-83% Math; 73% English; 53% Science; 44% Reading; 20% Writing; By gender: Female-89% Math, 76% English, 49% Science, 45% Reading, 18% Writing; Male-79% Math, 71% English, 55% Science, 42% Reading, 21% Writing; By Ethnicity (4 students or less no scores): Hispanic: 91% Math, 64% English, 45% Science, 27% Reading, 18% Writing; White: 84% Math, 73% English, 53% Science, 44% Reading, 20% Writing.

3. NEEDS ASSESSMENT: (5th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 5th grade in all populations in literacy, compound-complex sentences; quoting text; inferring/drawing conclusions are weak areas. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2016-2017: In addition to current strategies for improvement: focus in basic foundational reading and writing skills for TAGG Students; utilize small groups to concentrate on main idea; edit sentences daily for both All Students and TAGG Students; use pull-out time more effectively; use more non-fiction text; and provide ESL students with hands-on technology to assist them with their reading comprehension; continue to use Shurley Method; redos; reteaching; 1:1 tutoring, collaboration with RTI and Special Ed; and more parent communication.

4. NEEDS ASSESSMENT: (5th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fifth grade in all populations in math, Complete Equations, Rounding, Tell the Property, Re-grouping with Subtraction, Measurement (Open Response), Data Analysis and Probability

(Multiple-Choice), and math vocabulary for All Students and especially TAGG Students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2016-2017: In addition to current strategies for improvement: focus on Vocabulary with ESL/SD students, work with support staff, and practice questions with combined SLEs, practice weak areas on starters, tutoring, small group instruction.

6th grade: ACT Aspire/Subject Proficiency Results: Overall-87% Math; 84% English; 75% Science; 67% Reading; 63% Writing; By gender: Female-92% Math, 84% English, 73% Science, 70% Reading, 13% Writing; Male-81% Math, 83% English, 76% Science, 61% Reading, 36% Writing; By Ethnicity (4 students or less no scores): Hispanic: 60% Math, 80% English, 60% Science, 40% Reading, 40% Writing; White: 88% Math, 83% English, 75% Science, 67% Reading, 54% Writing.

5. NEEDS ASSESSMENT: (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 6th grade in all populations in literacy, non-fiction text, sentence structure, capitalization, mechanics, and in-depth research are the weak areas for All Students and TAGG. For All Students but mainly TAGG Students, vocabulary is a weak area. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2016-2017: In addition to current strategies for improvement: apply inferencing across content areas and find new strategies for teaching main idea; provide ESL/TAGG students with hands-on technology to assist them with their reading comprehension. In addition, for All Students and TAGG, teachers will provide more experiences and use smaller group instruction in class to focus on needs and use novels to enhance vocabulary consistently among all classes.

6. NEEDS ASSESSMENT: (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for sixth grade in all populations in math, multiplication, explainin/justifying/retention, real-world applications, and graphs for All Students and TAGG Students especially are the weak areas . Contributing factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task and formulas. SY 2016-2017: In addition to current strategies for improvement: focus on TAGG Students during enrichment and first period remediation; integrate more cross curriculum such as understanding graphs in Science and Social Studies; scaffold instruction, spiral review, tying addition to multiplication, pairing, remediate prior concepts not taught, more visual aids and modeling.

7. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of logged volunteer hours, parent attendance at parent meetings and perceptual data from parent surveys, communication with parents regarding their views and eSchool are areas of weakness. Contributing factors for these weak areas have been determined to be the transition to new programs parents may not be familiar with such as eSchool and lack of communication in school expectations for students.

8. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades 4-6, continuing to reduce the number of discipline referrals will be an area of focus.

PURPOSE/UTILIZATION OF FUNDS:

- 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. 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 2012-2013). Disorderly conduct was #1 among all grades in 2014-2015. **2015-2016 results indicate that the number #1 concern in each grade level is disorderly conduct with January being the month of most discipline referrals.**
- 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 2015-2016:** 36 responses to the question resulted with 97% of parents responding agreeing that PMG provides a safe and orderly environment and 92% felt positive regarding the parent involvement program at PMG, 78% agreed that e-School grading system kept them informed about child's grades, and 94% agreed that the school messenger kept them adequately informed of activities and events at school.
- **Character Education: APNA (Arkansas Prevention Needs Assessment) results for 6th grade 2015-2016** (areas of concern): alcohol usage and bath salts usage.
- **2015-2016 Parent Logged Volunteer Hours: 249.95.**
- Principal will conduct **Classroom Walkthroughs/TESS, collect data, and establish baseline results. Evaluation Results 2015-2016: The following areas of focus include: summarizing and note taking, setting objectives, cues and questions.**
- Teachers and principals will analyze data to determine areas of growth and weakness in the implementation process. **EVALUATION RESULTS 2015-2016:** 27 teachers (100%) were

using technology but movement should be made for teacher facilitated and more student-centered technology.

- LITERACY:** 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: 2015-2016:** Growth Report 4th: GE pre 3.2 and post 4.5 (1.3); 5th: GE pre 4.1 and post 5.4 (1.3); 6th: GE pre 5.2 and post 6.5 (1.3).
- 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-auditory challenge, vocabulary, text features, cause/effect and comprehension of non-fiction text; 6th-mechanics-spelling, capitalization, punctuation, sentence structure, theme, plot and non-fiction text. .
- MATH:** 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: 2015-2016** 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 2015-2016,** focus will be on strategies for: 4th-multistep problems, measurement and algebraic thinking; 5th-mult. exponent with 10 times decimal, word problems-multiply fractions; 6th-divisibility, place value, and reducing fractions.
- 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 2015-2016:** Instructional Strategies, Technology PD, Character Education and Vertical Teams-Academic Vocabulary were the top priorities.
- Average daily student attendance for SY 2015-2016: 96.37%;** 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%.

Reviewer Comments:

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

<p align="center">School</p>		<p align="center">LEA #</p>	
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Introduction

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

[Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds May 2016](#)

[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

2016-17 General Description Report for NSLA - State 281

School:		LEA #	
Revenue:	32381	Source of Funds:	281
Date of modifications:	<input type="text"/>		

Please provide the following general information regarding the use of NSLA funds:

1. The needs assessment provides the general results related to National School Lunch Act. What were the conclusions from the needs assessment? What did the review tell you?
2. Describe how the NSLA funds are utilized (See HINTS and rules above)
3. Describe how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program activities/services.

COMPREHENSIVE NEEDS ASSESSMENT:

4th grade: ACT Aspire/Subject Proficiency Results: Overall-82% Math; 81% English; 58% Science; 53% Reading; 12% Writing; By gender: Female-88% Math, 90% English, 66% Science, 59% Reading, 13% Writing; Male-75% Math, 72% English, 50% Science, 47% Reading, 10% Writing; By Ethnicity (4 students or less no scores): African American-83% Math, 50% English, 50% Science, 33% Reading, 0% Writing; Hispanic: 40% Math, 60% English, 20% Science, 0% Reading, 20% Writing; White: 81% Math, 83% English, 59% Science, 54% Reading, 12% Writing.

1. NEEDS ASSESSMENT: (4th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in literacy sentence structure, main idea, point of view, personification, dialogue, editing and paragraph structure are the weak areas. Contributing factors include: lack of exposure to real-world text, and students not understanding when to infer and when to look for specifics. SY 2016-2017 In addition to current strategies for improvement: more emphasis on figurative language; better strategies for finding meaning in text; and provide ESL students/TAGG students and All Students with more intense vocabulary instruction, and more hands-on technology to assist them with their reading comprehension. More daily practice, review, teacher modeling and peer examples will also be provided for all students and tagg students.

2. NEEDS ASSESSMENT: (4th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in math, Rounding, Multiplication, Geometry and Algebra (multiple-choice), visualizing and dissecting shapes, multi-step problems, time, and vocabulary for All Students and especially TAGG students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2016-2017: In addition to current strategies for improvement: spiraling math homework, more practice on conversions in time and measurement, incorporate more real-world multi-step problems, use visual vocabulary, reteaching, and small group for those struggling most.

5th grade: ACT Aspire/Subject Proficiency Results: Overall-83% Math; 73% English; 53% Science; 44% Reading; 20% Writing; By gender: Female-89% Math, 76% English, 49% Science, 45% Reading, 18% Writing; Male-79% Math, 71% English, 55% Science, 42% Reading, 21% Writing; By Ethnicity (4 students or less no scores): Hispanic: 91% Math, 64% English, 45% Science, 27% Reading, 18% Writing; White: 84% Math, 73% English, 53% Science, 44% Reading, 20% Writing.

3. NEEDS ASSESSMENT: (5th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 5th grade in all populations in literacy, compound-complex sentences; quoting text; inferring/drawing conclusions are weak areas. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2016-2017: In addition to current strategies for improvement: focus in basic foundational reading and writing skills for TAGG Students; utilize small groups to concentrate on main idea; edit sentences daily for both All Students and TAGG Students; use pull-out time more effectively; use more non-fiction text; and provide ESL students with hands-on technology to assist them with their reading comprehension; continue to use Shurley Method; redos; reteaching; 1:1 tutoring, collaboration with RTI and Special Ed; and more parent communication.

4. NEEDS ASSESSMENT: (5th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fifth grade in all populations in math, Complete Equations, Rounding, Tell the Property, Re-grouping with Subtraction, Measurement (Open Response), Data Analysis and Probability (Multiple-Choice), and math vocabulary for All Students and especially TAGG Students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2016-2017: In addition to current strategies for improvement: focus on Vocabulary with ESL/SD students, work with support staff, and practice questions with combined SLEs, practice weak areas on starters, tutoring, small group instruction.

6th grade: ACT Aspire/Subject Proficiency Results: Overall-87% Math; 84% English; 75% Science; 67% Reading; 63% Writing; By gender: Female-92% Math, 84% English, 73% Science, 70% Reading, 13% Writing; Male-81% Math, 83% English,

76% Science, 61% Reading, 36% Writing; By Ethnicity (4 students or less no scores): Hispanic: 60% Math, 80% English, 60% Science, 40% Reading, 40% Writing; White: 88% Math, 83% English, 75% Science, 67% Reading, 54% Writing.

5. NEEDS ASSESSMENT: (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 6th grade in all populations in literacy, non-fiction text, sentence structure, capitalization, mechanics, and in-depth research are the weak areas for All Students and TAGG. For All Students but mainly TAGG Students, vocabulary is a weak area. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2016-2017: In addition to current strategies for improvement: apply inferencing across content areas and find new strategies for teaching main idea; provide ESL/TAGG students with hands-on technology to assist them with their reading comprehension. In addition, for All Students and TAGG, teachers will provide more experiences and use smaller group instruction in class to focus on needs and use novels to enhance vocabulary consistently among all classes.

6. NEEDS ASSESSMENT: (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for sixth grade in all populations in math, multiplication, explainin/justifying/retention, real-world applications, and graphs for All Students and TAGG Students especially are the weak areas . Contributing factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task and formulas. SY 2016-2017: In addition to current strategies for improvement: focus on TAGG Students during enrichment and first period remediation; integrate more cross curriculum such as understanding graphs in Science and Social Studies; scaffold instruction, spiral review, tying addition to multiplication, pairing, remediate prior concepts not taught, more visual aids and modeling.

7. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of logged volunteer hours, parent attendance at parent meetings and perceptual data from parent surveys, communication with parents regarding their views and eSchool are areas of weakness. Contributing factors for these weak areas have been determined to be the transition to new programs parents may not be familiar with such as eSchool and lack of communication in school expectations for students.

8. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades 4-6, continuing to reduce the number of discipline referrals will be an area of focus.

PURPOSE AND UTILIZATION OF FUNDS:

- 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.
- 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 and SmartBoards/accessories

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: 2015-2016: Growth Report: 4th: GE pre 3.2 and post 4.5 (1.3); 5th: GE pre 4.1 and post 5.4 (1.3); 6th: GE pre 5.2 and post 6.5 (1.3).** 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: 2015-2016 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 2015-2016,** focus will be on strategies for: 4th-multistep problems, measurement, and algebraic thinking; 5th-mult. exponent with 10 times decimal, word problems-multiply fractions; 6th-divisibility, place value, and reducing fractions.
- 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 introductions, conclusions, vocabulary, spelling, capitalization, main idea, inferencing, forming complete sentences and punctuation.

Reviewer Comments:

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

School		LEA #	
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NO English Learners are identified in school as of October 1, 2016. (Stop here and submit for review if this applies. Otherwise, complete this form entirely and submit for review.)

Introduction

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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

2016-17 General Description Report for ELL - State 276

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

Please provide the following general information regarding the use of ELL funds:

1. The needs assessment provides the general results related to English Learners. What were the conclusions from the needs assessment? What did the review tell you?

2. Describe how the ELL funds are utilized (See section 5.04 of Student Special Needs Funding Rules for eligible activities)

3. Describe how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program activities/services.

COMPREHENSIVE NEEDS ASSESSMENT:

1. NEEDS ASSESSMENT: (4th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in literacy sentence structure, main idea, point of view, personification, dialogue, editing and paragraph structure are the weak areas. Contributing factors include: lack of exposure to real-world text, and students not understanding when to infer and when to look for specifics. SY 2016-2017: In addition to current strategies for improvement: more emphasis on figurative language; better strategies for finding meaning in text; and provide ESL students/TAGG students and All Students with more intense vocabulary instruction, and more hands-on technology to assist them with their reading comprehension. More daily practice, review, teacher modeling and peer examples will also be provided for all students and tagg students.

2. NEEDS ASSESSMENT: (4th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in math, Rounding, Multiplication, Geometry and Algebra (multiple-choice), visualizing and dissecting shapes, multi-step problems, time, and vocabulary for All Students and especially TAGG students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2016-2017: In addition to current strategies for improvement: spiraling math homework, more practice on conversions in time and measurement, incorporate more real-world multi-step problems, use visual vocabulary, reteaching, and small group for those struggling most.

3. NEEDS ASSESSMENT: (5th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 5th grade in all populations in literacy, compound-complex sentences; quoting text; inferring/drawing conclusions are weak areas. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2016-2017: In addition to current strategies for improvement: focus in basic foundational reading and writing skills for TAGG Students; utilize small groups to concentrate on main idea; edit sentences daily for both All Students and TAGG Students; use pull-out time more effectively; use more non-fiction text; and provide ESL students with hands-on technology to assist them with their reading comprehension; continue to use Shurley Method; redos; reteaching; 1:1 tutoring, collaboration with RTI and Special Ed; and more parent communication.

4. NEEDS ASSESSMENT: (5th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fifth grade in all populations in math, Complete Equations, Rounding, Tell the Property, Re-grouping with Subtraction, Measurement (Open Response), Data Analysis and Probability (Multiple-Choice), and math vocabulary for All Students and especially TAGG Students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2016-2017: In addition to current strategies for improvement: focus on Vocabulary with ESL/SD students, work with support staff, and practice questions with combined SLEs, practice weak areas on starters, tutoring, small group instruction.

5. NEEDS ASSESSMENT: (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 6th grade in all populations in literacy, non-fiction text, sentence structure, capitalization, mechanics, and in-depth research are the weak areas for All Students and TAGG. For All Students but mainly TAGG Students, vocabulary is a weak area. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2016-2017: In addition to current strategies for improvement: apply inferencing across content areas and find new strategies for teaching main idea; provide ESL/TAGG students with hands-on technology to assist them with their reading comprehension. In addition, for All Students and TAGG, teachers will provide more experiences and use smaller group instruction in class to focus on needs and use novels to enhance vocabulary consistently among all classes.

6. NEEDS ASSESSMENT: (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for sixth grade in all populations in math, multiplication, explainin/justifying/retention, real-world applications, and graphs for All Students and TAGG Students especially are the weak areas . Contributing factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task and formulas. SY 2016-2017: In addition to current strategies for improvement: focus on TAGG Students during enrichment and first period remediation; integrate more cross curriculum such as understanding graphs in Science and Social Studies; scaffold instruction, spiral review, tying addition to multiplication, pairing, remediate prior concepts not taught, more visual aids and modeling.

7. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of logged volunteer hours, parent attendance at parent meetings and perceptual data from parent surveys, communication with parents regarding their views and eSchool are areas of weakness. Contributing factors for these weak areas have been determined to be the transition to new programs parents may not be familiar with such as eSchool and lack of communication in school expectations for students.

8. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades 4-6, continuing to reduce the number of discipline referrals will be an area of focus.

PURPOSE/UTILIZATION OF FUNDS:

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. Rosetta Stone licenses (5) will also be purchased to increase language acquisition.

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. **2015-2016 ELPA Results still pending.**

Reviewer Comments:

