

AR
 POTTSVILLE SCHOOL DISTRICT
 7000 SR 247
 POTTSVILLE AR 72858
 479-968-8101

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

District		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:

[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

District:	Pottsville	LEA #	5804000
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.

N/A See High School plan.

2015-16 General Description Report for ELL- State 276

District:	Pottsville	LEA #	5804000
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.

N/A See building plans.

2015-16 General Description Report for NSLA- State 281

District:	Pottsville	LEA #	5804000
Revenue:	32381	Source of Funds:	281

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

The District has set aside money in NSLA for the following:

PURPOSE:

- Homeless students "who lack a fixed, regular, and adequate nighttime residence" will be identified through the Home Status Survey. The district Homeless liaison, cafeteria director, school counselors, and school nurses will closely monitor the needs of students K-12. Through existing programs in addition to our School Wide-Title I program, homeless children will be provided instructional support in reading and math. Teachers will monitor their needs and support their academic growth by administering summative and formative/interim assessments throughout the year with remediation as needed. Pottsville's funds that are set aside for our homeless students are based upon identifying homeless students' needs, and then funded accordingly. Existing school programs; church and community support; and Title I welfare funds for materials and supplies are currently available. For neglected and homeless students not served by Title I, NLSA funds have been set aside to purchase materials & supplies.
- Instructional Facilitator-In order to guide instruction and improve student achievement in math and literacy, an Instructional Facilitator, Melissa Cox, will collaborate with other highly qualified teachers, organize instructional materials, collect student data, and monitor individual student progress to improve student achievement.

PROGRAM EVALUATION:

- Teachers and administrators will monitor the needs of our homeless students and support their academic growth by administering summative and formative/interim assessments throughout the year with remediation as needed.
- Based on a comprehensive needs assessment that reflects a trend analysis and review of the most current 3 years of district-wide data, Pottsville School District will support interventions at each school in all identified weak areas in literacy, math, and CWT data including the following common weaknesses for All Students and TAGG Students: Literacy: vocabulary-context clues, syllabication for spelling, and main idea; Reading: vocabulary, inferring, analyzing text and functional text; Writing: content and style, grammar-editing skills, sentence patterns, multiple choice for writing, open response. Math: Vocabulary, real-world applications, measurement, multistep problems, geometry, algebra, and triangles. Common contributing factors include lack of consistent math terminology, lack of content vocabulary, lack of test-taking skills, lack of application of formulas, lack of instructional alignment, lack of hands-on/real world activities in the classroom and across the curriculum, and lack of instructional time/curriculum pacing. 2015-2016 CWT: Generating and Testing Hypothesis, Setting Objectives, Cues, Questions (evaluation level) are areas of concern. Common contributing factors include lack of hands-on real world activities, and use of higher end Bloom's Taxonomy strategies. All areas: lack of diverse technology implemented in the classroom to reach out to students of different learning styles and to promote hands-on/real-world activities.
- To raise student achievement/meet yearly AMOs for All Students and TAGG students, teachers and administrators will focus on instructional strategies to improve weak areas found on interim and state mandated assessments (ACT, ACT Aspire) data analysis: Language Arts- Literary, Practical and Content passages in OR and MC (functional and informational text), Content and Style and Grammar in writing-editing skills, and Vocabulary. Math-Data Analysis/Probability, Measurement, Relationship between 2 and 3 dimensions and Non-Linear functions for M/C, Vocabulary, and Open-Response: Number Operations, Measurement, Geometry, Data Analysis and Probability, Triangles, Non-Linear, and Algebra Benchmark. According to the 2015 ESEA Accountability Report, the District met percent tested status in both Literacy and Math; met AMO for Literacy Performance for All Students and TAGG Students; met AMOs in Literacy Growth for both All Students and TAGG Students; met AMOs in Math Performance and Growth for both student groups; Did not meet Graduation Rate AMO for All Students and TAGG Students. Based upon these results, 100% of building teams, vertical teams, and principals will collaborate and focus on instructional programs, teaching strategies and professional development to improve weaknesses as reported by the state assessments (ACT-ACT Aspire) and ESEA reports. For the SY 2016-2017, All Students and TAGG Students will meet AMO literacy performance and growth, AMO math performance and AMO math growth ; and AMO graduation target for All Students and TAGG Students.
- K-12 Building ACSIP Teams along with the Instructional Facilitator will facilitate disaggregation of student data, make appropriate adjustments to building ACSIP plans, and address strategies to meet the needs of students who have not met proficiency levels. Teachers will monitor student needs and support their academic growth by administering summative and formative/interim assessments throughout the year with remediation as needed.
- The results of the current English Language Development Assessment School Summary Report and Individual Student Report (used to provide specific proficiency levels for specific students tested) indicated the following for 2014-2015: In K-3, 11 students scored a Level 4, Advanced; 4 students a level 3, Intermediate; 2 students scored a level 2, Beginning; 0 students scored a Level 5 or 1. In Middle Grades, 6 students scored a 4; 2 students scored a 3, 2 students scored a 2, 1 student scored a 1, 0 students scored a 5. In Jr. High, 3 students scored a 5, 2 students scored a 4, 3 students scored a 3, 0 students scored a 2, and 1 student scored a 1. In High School, 1 student scored a 5, 6 students scored a 4, and 3 students scored a 3. Listening and Speaking are strengths throughout the grades, and Writing is the weakest area. Teachers will monitor their needs and support their academic growth by administering summative and formative/interim assessments throughout the year with remediation as needed.

2015-16 General Description Report for PD- State 223

District:	Pottsville	LEA #	5804000
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.

Pottsville School District will set aside PD funds for the following:

PURPOSE:

- Through Arch Ford Cooperative and the ADE, District Administrators will provide additional opportunities for K-12 building Principals, teachers, and staff to participate in researched, standards-based Professional Development to ensure all students demonstrate proficiency on state academic assessment. Funds will be set aside to pay Arch Ford a consortium fee to enable our teachers and faculty to get the quality professional development needed. Teacher effectiveness will be documented through TESS/CWT observations and student assessments.
- To improve student achievement through the use of technology, an Instructional Technology Facilitator will attend technology conferences, provide K-12 technology professional development sessions. Funds will be set aside for substitutes, meals, travel, and registration fees. K-12 building administrators will observe technology lessons and provide feedback to teachers.
- In addition to the 36 hours of professional development provided for and set aside for K-12 Pottsville Staff on designated days, PD funds provided in the individual building plans and the district plan will support the instructional activities and interventions of all K-12 instructional staff. Professional development will be based upon their needs assessments. Purchased services-lodging, registration fees, travel, and meals; and Materials and supplies will also be provided.
- The Pottsville School District will support K-12 school activities provided throughout the school year that communicate to parents in practical language ways to be involved in their child's education and information related to school programs. In addition, School Wide Title I schools will work with parents throughout the school year to educate them on understanding content and how to monitor their student's academic growth and provide materials/training to work with their children. Based upon parent meetings throughout the year and a district K-12 parent survey that is available to parents at the second parent teacher conference, parent barriers will be monitored and adjusted accordingly throughout the SY .
- To enhance and promote school safety and character education, counselors as well as faculty will attend professional development sessions throughout the school year to monitor and address character development, and safety and drug free schools. Student/Parent meetings and surveys (students-APNA survey) conducted throughout the year will also be used to monitor and adjust school needs regarding character development, safety and a drug free atmosphere.

PROGRAM EVALUATION:

- Based on a comprehensive needs assessment that reflects a trend analysis and review of the most current 3 years of district-wide data, Pottsville School District will support interventions at each school in all identified weak areas in literacy, math, and CWT data including the following common weaknesses for All Students and TAGG Students: Literacy: vocabulary-context clues, syllabication for spelling, and main idea; Reading: vocabulary, inferring, analyzing text and functional text; Writing: content and style, grammar-editing skills, sentence patterns, multiple choice for writing, open response. Math: Vocabulary, real-world applications, measurement, multistep problems, geometry, algebra, and triangles. Common contributing factors include lack of consistent math terminology, lack of content vocabulary, lack of test-taking skills, lack of application of formulas, lack of instructional alignment, lack of hands-on/real world activities in the classroom and across the curriculum, and lack of instructional time/curriculum pacing. CWT: Generating and Testing Hypothesis, cues, and questions. Common contributing factors include lack of hands-on real world activities, and use of higher end Bloom's Taxonomy strategies. All areas: lack of diverse technology implemented in the classroom to reach out to students of different learning styles and to promote hands-on/real-world activities.
- To raise student achievement/meet yearly AMOs for All Students and TAGG students, teachers and administrators will focus on instructional strategies to improve weak areas found on interim and state mandated assessments (ACT, ACT Aspire) data analysis: Language Arts- Literary, Practical and Content passages in OR and MC (functional and informational text), Content and Style and Grammar in writing-editing skills, and Vocabulary. Math-Data Analysis/Probability, Measurement, Relationship between 2 and 3 dimensions and Non-Linear functions for M/C, Vocabulary, and Open-Response: Number Operations, Measurement, Geometry, Data Analysis and Probability, Triangles, Non-Linear, and Algebra. BenchmarkAccording to the 2015 ESEA Accountability Report, the District met percent tested status in both Literacy and Math; met AMO for Literacy Performance for All Students and TAGG Students; met AMOs in Literacy Growth for both All Students and TAGG Students; met AMOs in Math Performance and Growth for both student group; Did not meet Graduation Rate AMO for All Students and TAGG Students. Based upon these results, 100% of building teams, vertical teams, and principals will collaborate and focus on instructional programs, teaching strategies and professional development to improve weaknesses as reported by the ACT-ACT Aspire reports. For the SY 2016-2017 , All Students and TAGG students will meet Math, Literacy, and Graduation AMO targets (results pending).
- K-12 Building ACSIP Teams along with the Instructional Facilitator will facilitate disaggregation of student data, make appropriate adjustments to building ACSIP plans, and address strategies to meet the needs of students

who have not met proficiency levels. Teachers will monitor student needs and support their academic growth by administering summative and formative/interim assessments throughout the year with remediation as needed.

- The results of the current English Language Development Assessment School Summary Report and Individual Student Report (used to provide specific proficiency levels for specific students tested) indicated the following for 2014-2015: In K-3, 11 students scored a Level 4, Advanced; 4 students a level 3, Intermediate; 2 students scored a level 2, Beginning; 0 students scored a Level 5 or 1. In Middle Grades, 6 students scored a 4; 2 students scored a 3, 2 students scored a 2, 1 student scored a 1, 0 students scored a 5. In Jr. High, 3 students scored a 5, 2 students scored a 4, 3 students scored a 3, 0 students scored a 2, and 1 student scored a 1. In High School, 1 student scored a 5, 6 students scored a 4, and 3 students scored a 3. Listening and Speaking are strengths throughout the grades, and Writing is the weakest area. Teachers will monitor their needs and support their academic growth by administering summative and formative/interim assessments throughout the year with remediation as needed.
- 2015-2016 results indicate that of 310 surveys returned, 92% of parents surveyed reported that their school provides adequate opportunities for parent involvement.
- 2015-2016 APNA results: Combined Grades of 6, 8, 10, and 12--The areas of concern include: alcohol usage (30.8%); alcopops (16.4%); and cigarette usage (16.7%). 48.4% of the grades surveyed feel safe in school. 2014-2015 APNA results: Combined Grades of 6, 8,10, 12--The areas of concern include: 24.6% alcohol usage and 16.2% alcopops.