

AR
 Watson Elementary School
 7000 Valley Drive
 Little Rock AR 72209
 501-447-6800

Supplemental Compliance Report for ALL Schools

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, Highly Qualified, and School Based Health Services)

To complete this form:

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 dashboard, go to the Required Reports section, and click the Supplemental Compliance 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.

Please complete the following:

Comprehensive Needs Assessment

1. Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.

Watson Elementary School is located in southwest Little Rock with a student population of 413. There are a total of 52 staff members. Watson is currently a Title I school with majority of our students receiving free lunch and this number continues to increase annually. Watson continues to face challenges with meeting the academic, social and emotional needs of Limited English and economically disadvantaged students that are a part of our current student population. Strengths within school culture include stated expectations for all students and staff, consistent follow through, and consistent daily walkthroughs create a safe and orderly environment for students and staff. Administrators, school counselor, and outside counseling agencies that are housed on campus provide an open door policy for students, staff, and parents which promotes a positive school climate for all stakeholders.

In the area of English Language Arts after the 2013-14 administration of the Augmented Benchmark Exam, Watson was identified as a needs improvement school. The combined population did not meet the performance AMO in 2013-14 school year. Only 51.36% of students were achieving and the required AMO was 65.49%. The TAGG also did not meet the performance AMO during the 2013-14 school year. Only 54% of students performed at achieving and the AMO goal was 65.22%. The instructional focus was placed on strengthening core literacy instruction with a special focus on students with disabilities and struggling readers. The goal is to focus on the alignment of core content teachers with special education, speech, and other essential staff to ensure that growth student achievement.

During 2012-13 Watson was labeled as an achieving school in Literacy. The combined population performance was 61.60% and the AMO was 57.82%. The TAGG also met their goal with 61.42% of students scoring achieving. The AMO for TAGG was 57.49. The instructional focused on reading comprehension in relation to practical and literary reading passages. To assist with improving student achievement, instructional leaders provided meaning guidance with classroom walkthroughs, focus walks, and teacher conferencing. On-site professional development and mentoring from building principals and building level coaches helped to support teacher's content area needs. There was also additional focus placed on interventions and full implementation into the Literacy curriculum and Common Core State Standards.

Math

During the 2013-14 school year, Watson was labeled as needs improvement. Watson's combined population scored 55.43% with an AMO set at 74.64%. The TAGG group also did not meet their goal of 74.57% with 55.12% of the TAGG group performing at advanced or proficient. The focus for math during the 2014-15 school year was placed on improving skills, conceptual knowledge and problem solving in mathematics.

During the 2012-13 school year, Watson was labeled as a needs improvement school in math. The combined population scored 63.04% with an AMO set as 69.01. The TAGG group also missed their goal. TAGG group performance was 62.61 with the AMO as 68.92.

Preschool Transition

2. Is this an elementary school?

Yes

If Yes, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.

Watson's grade level configuration consists of 3rd through 5th grade. Watson will continue to assist incoming students to 3rd grade by hosting a tour/visitation and orientation for Chicot Primary School's 2nd graders who make up an average of 78% of Watson's incoming 3rd graders yearly. In addition to Chicot Primary, Watson will invite remaining feeder schools that represent together 22% of incoming 3rd graders to attend the tour and orientation. Attending students will not only tour the school, but participate in interactive activities, Watson's 3rd grade teachers will talk to visiting students about the rituals and routines, projects and types of assignments that they will do. Also, students will be able to observe how the math & literacy blocks will look like. 3rd grade students will talk with 2nd graders and answer questions about how it is to be in 3rd grade in Watson. Watson's 3rd grade teachers will continue to plan along with Chicot's 2nd grade teachers throughout the school year, 2nd and 3rd grade teachers will have colleague and collaborative visits along with peer observations and debriefing sessions afterwards. In addition, Watson along with Chicot Primary will continue to host Transition Nights for incoming 2nd graders and parents. Watson's Exiting 5th grade students will be assisted by the continuation of collaborating with surrounding Middle Schools and the rotation of hosting yearly Southwest Connection and Collaboration Fellowships with surrounding Middle Schools. During these collaborative sessions and events, teachers and staff are able to have meaningful discussions and planning sessions as to what to expect and how to prepare our exiting 5th graders for their transition. Watson will arrange for several field trip visitations for our 5th graders to be able to visit surrounding Middle Schools in which they will be attending.

Is this a secondary school?

No (not applicable. This school is not a secondary school)

If yes, describe how the school will assist incoming students to the secondary school and how the school will assist students exiting to post-secondary institutions/careers.

N/A

Coordination of Programs

3. Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, health services and nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Currently, Watson Elementary School is designated as a Focus School is (not) in Academic Distress. Given our designation various supports are being incorporated to build better structures (i.e., student academic support, alignment between our curriculum, instruction, and assessment, an improved school culture and workplace climate. Having improved structures will provide a more comprehensive base to support our students, faculty, staff, and community stakeholders. We coordinate the following programs and funds:

- Title I Part A funds are used in our Schoolwide Program to support the academic and behavior needs of all students in our school specifically those who are not proficient according to state standards. Title I funds support Parent Coordinator/Liason and Translator. In addition to these positions, Title I provides support for our Homeless Students throughout the year.
- National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support students needs. These positions include Paraprofessionals, a Reading Teacher who works with groups of students with Tier II and III Interventions, and Instructional Facilitators.
- An ESL Teacher/Interventionist is supported by ELL funds to assist ELL to increase their level of English proficiency.
- Watson has several Mental Health Providers/ Agencies that come in to assist students who are socially and emotionally challenged. Watson has two agencies that are housed daily on campus. In addition to counseling their clients, they also assist with organizing group sessions with students on conflict resolution and coping. This service is not only offered to clients, but to all of Watson's students.
- Watson has a Parent Center and a Bilingual Parent Coordinator who oversees it. Parents are able to come in daily and utilize the center whether for computer usage, materials, pamphlets, and parenting resources.

Teacher Quality

4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?

No

If No, describe the plan to ensure that all teachers and instructional paraprofessionals will become highly qualified. Title I schools may only utilize currently highly qualified staff.

One 5th grade teacher, Shannon Adams holds an Arkansas teaching license in the area of P-4. She is currently on an ALP plan to add the area of 5th grade to her current license. Ms. Adams intends on establishing HQT and/or Licensed in the area of Elementary K-6. The following Program of Study and testing has been identified to be completed for establishing HQT and/or Licensed status: 45-clock hours of Disciplinary Literacy to be completed between Fall 2015-2016 and Praxis II Content Knowledge Exam for Multiple Subjects #5001 between Fall 2015-2016. Her Expected date of completion is June 2016.

Health and Wellness

The purpose of the Health and Wellness Priority is to improve the health and academic performance of students.

Wellness activities will address nutrition, education, and physical fitness activities for the development of lifelong habits and promotion of healthy lifestyles for the following groups: students, school staff, and parent and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning.

5. How is the school addressing the Wellness requirements as mandated by Act 1220 of 2003? You MUST reference the required wellness strategies of Act 1220 in the Docs and Links tab. [Wellness Strategies](#)

Wellness education is a top priority for Watson students and staff. We expect to see a 10% decrease in the annual Body Mass Index. Watson staff provides support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average Body Mass Index on routine student screenings. We expect to see a decrease in the number of students categorized as at risk of being overweight and obese. We will continue to implement the health/physical education curriculum that is aligned with the Arkansas Physical Education and Health Education frameworks for grades K-12. We encouraged the development of and participation in family oriented physical activity community programs and partnerships including resources available from the Little Rock Parks and Recreation Department at Southwest Community Center.

The Body Mass Index (BMI) for Watson Elementary students during the 2014-15 school year indicated that 64.4% of fourth grade males and 32.3% of fourth grade females were either overweight or at risk for being overweight. During the 2014-15 school year, BMI was assessed for 113 students. Overall the BMI classification results for Watson students indicate approximately 8% of all children measured were in the overweight category. The data also indicates that approximately 25.7% of all children measured were identified as obese. During the 2013-14 school year, 50 students were assessed. The data indicates that 18% of fourth grade males were overweight and 42% were identified as obese. Fourth grade girls were also assessed. The data indicates that 19.2% of fourth grade girls were overweight and 30.8% were categorized as obese. Overall, the BMI data for 2013-14 indicate approximately 18.6% of all children measured were classified in the overweight category. Also for the 2013-14 school year, 36.3% of all children measured were identified as obese.

Through regular physical activity, Watson students are afforded the opportunity to develop life enhancing experiences that contribute to their ability to become healthy, productive citizens of the community. Watson students participate in screenings, including BMI, hearing, scoliosis and vision to provide wellness measurements and data. Topics covered include dental health, human growth and development and physical development. The school nurse and physical education teacher engage students in classes that help promote student wellness. The school nurse is responsible for the organization of screenings and any other individual health needs of students and staff. The nurse oversees the administration of student medication. Students are provided with thirty minutes of organized physical activity each day and sixty minutes of physical education instruction each week. Watson will continue to provide flu shots for employees and students. Continued use of alerts to all staff members and administration about current health concerns that affect the community via mail or school mailboxes will remain a part of the school climate and culture. Healthy breakfast choices are offered daily through Breakfast in the Classroom. Students are offered three components including low fat /fat free milk, one cup of fruits/vegetables, and one ounce of whole grain. Parent workshops on nutrition and healthy eating habits are also a part of the wellness plan for Watson stakeholders.

6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.

7. If your school operates a School-based Health Center or offers School-based Mental Health Programs/Services, you MUST answer the following question: How is the school integrating the school-based center services or mental health services in a way that those services are directly correlated to improving student achievement levels?

Watson offers School-Based Mental Health Programs/Services. Watson Elementary has an obligation to guide and empower our students to make appropriate behavior choices in an effort to support both academic, social, and emotional needs. A high priority has been placed on strengthening classroom management skills in order to protect instructional time. In conjunction with the School-Based Mental Health Programs/Services at Watson, students who are behaviorally, mentally, socially, and emotionally challenged receive individual counseling and health services. Mental Health Paraprofessionals and Therapists intervene and advocate on these student behalf to assist them with making better decisions as well as coping skills. Master Treatment Plans are developed for students as well as behavior management plans which offers positive incentives for student who make the right decisions in class during the school day. These agencies also provide services for parents and entire families of students. Watson has an Service Interventionist who serves as an advocated and support to ensure that every child in the building who is in need of special services, receive the necessary assistance for the betterment of improved student behavior and achievement. Our SSI works in conjunction with the Mental Health Agencies with planning and conducting group sessions with students who are being challenged with making the right decisions and have received multiple behavior referrals.