

AR
 WILLIAMS MAGNET ELEM SCHOOL
 7301 EVERGREEN STREET
 LITTLE ROCK AR 72207
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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.

On August 10, 2015, during professional development, Williams Traditional Magnet faculty and staff met to discuss previous year's assessment data and student achievement data. The staff brainstormed and debriefed by grade level to analyze data, charts, and graphs of student's achievement given by the curriculum specialist. Students were identified from advanced to below basic. Teachers assessed their data and created mutual planning times with math and literacy facilitators. Teachers examined the following assessments:

- Benchmark 2013-2014
- ITBS
- SOAR Assessment
- DRA Results
- WRAP Results
- Universals Math Screeners
- Survey Data
- Scholastic Math Inventory (2-5)
- Anchor Assessments
- Performance Assessments
- Pre/Post Assessments for Go Math
- STAR Assessment

William's overall data indicates a status of Needs Improvement. The Trend Analysis addresses the areas of concern for grades 3-5 in multiple choice items are Reading Practical, Literacy, and Content Passages and Writing Multiple Choice. The areas of concern are Open Response questions in Literacy, Content, and Practical Passages. In Writing, the areas of concern are Content, Style, Sentence Formation, Usage, and Mechanics. The staff has reviewed at least three years of data (2012-2014) from the following assessments: Benchmark Exam, ITBS, and SOAR Literacy.

2015 Data Analysis for First and Second grade student's assessment (Iowa Test of Basic Skills) in Literacy

• First Grade Literacy: 70% of 81 First Grade students (57) scored Advanced or Proficient on the 2015 ITBS Literacy assessment. 30% of 81 First Grade students (24) scored Basic or Below Basic on assessment. The academic areas needing the most improvement are:

- o Informational Reading
- o Extended Reasoning
- o Conceptual Understanding
- o Spelling

• Second Grade Literacy: 73% of 60 Second Grade students (44) scored Advanced or Proficient on the ITBS Literacy assessment. 27% of 60 Second Grade students (16) scored Basic or Below Basic on assessment. The academic areas needing the most improvement are:

- o Key Ideas
- o Extended Reasoning
- o Vocabulary
- o Spelling

2015 Data Analysis for First and Second grade student's assessment (Iowa Test of Basic Skills) in Math

• First Grade Mathematics: 75% of 81 First Grade students (61) scored Advanced or Proficient on the 2015 ITBS Math assessment. 25% of 81 First Grade students (20) scored Basic or Below Basic on assessment. The academic areas needing the most improvement are:

- o Measurement
- o Geometry
- o Number Sense and Operations

• Second Grade Mathematics: 75% of 60 Second Grade students (45) scored Advanced or Proficient on the 2015 ITBS Math assessment. 25% of 60 Second Grade students (15) scored Basic or Below Basic on assessment. The academic areas needing the most improvement are:

- o Measurement
- o Geometry
- o Data Analysis/Prob./Stats

• Williams' teachers/staff have analyzed data and identified those students according to their academic levels. Students will have designated learning targets and teachers will provide grade level instructions built on "best" instructional "practices" such as tutorial programs for academically challenged students and enrichment activities for higher achieving students. Students will be monitored and will be assessed weekly to track academic process. Teachers will identify those moveable students and place them according to progress.

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.

Williams will assist preschool children in the transition from early childhood by providing the following:

- School Tours (both scheduled and walk-ins)
- Family Night
- Open House
- Spring Carnival Invites
- Welcome To Kindergarten Night (Kindergarten Round-up)
- Special Christmas Program for all up-coming Kindergarteners
- Kindergarten Celebration (Students who are transitioning to First Grade)

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.

William's will coordinate and integrate federal, state, and local services and programs by providing the following:

- Love Your School Program
- Nutritional Educational Program
- NSLA funding for Reading Teacher/ Math Facilitator each year
- ESL Coordinator and LPAC Team monitoring and meeting monthly
- 504 Coordinator and Committee Team Members meetings to address the needs of identified students
- Tutoring
- SBIT Teaming meetings to address specific concerns of students
- Counselor - Anti-Bully Team meets monthly and presents at each faculty meeting
- Monthly Parent Involvement Coordinator and Team meetings
- Camp Pfeiffer/ Behavioral support every year as needed
- Homeless and Food Services through the School Counselor every day as needed.

Teacher Quality

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

Yes

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.

N/A

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](#)

Williams Magnet School is monitoring and encouraging Health and Wellness through the following:

- School Health Index- Through the Alliance for a Healthier Generation.

Goals for this year for each required module are as follows:

Module 1- School health and safety policies and environment- having a more representative school health committee, and meeting quarterly

Module 2- Health education- monthly health/nutrition education for each class will be provided through Love Your School staff

Module 3- Physical education and other physical activity programs- a walking trail is scheduled to be built this year, and will be used to encourage students, staff and families to become more physically active.

Module 4- Nutrition- gardening and growing food will be started to encourage children to have better understanding of how foods they eat are grown, to help them become more invested in healthy eating of the foods they grow, and to learn skills of gardening they can use at home , and in the future.

Module 5- Communication with families- BMI measurements will be done for each child and letters sent home to each parent. The goal of this communication is to help parents understand the current health of their child related to weight and how to guide their child to achieve optimal weight and thus improve current and future health outcomes.

- Cooking classes will also be provided to eligible parents to help them learn healthy cooking techniques.
- Monthly nutrition tips letters are sent home with each child.

2. Full time school nurse- monitoring the acute and chronic illnesses of children with the goal of maximum health and best attendance of each student.

3. Fully certified physical education teacher, who keeps the children active during their 60 minute class, and teaches basic principles of physical fitness.

4. Daily physical activity opportunities- recess- 25 minutes and exercise breaks in the classroom.

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?

N/A