

AR
 Baseline Academy
 3623 Baseline Road
 Little Rock AR 72209
 501-447-3700

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.

Beginning of the 2014-15 school year, LRSD completed a comprehensive needs assessment for targeted areas of improvement for Baseline Academy. Based on the information gathered from this needs assessment, the district completed a comprehensive improvement plan which included reconstitution of the staff, creation of additional support positions, and a focus on professional development to improve instruction. We also reviewed our demographic data. The data came from current students registered in the LRSD Student Data Base as well as the school's 2015-15 ADE report card. Our two home school advisors collaborated with our parent facilitator to conduct a perception survey. The survey was sent home and was also available online. An assessment team was created in an effort to quickly assess our students. The team conducted the following assessments: Qualls, Scholastic Math Inventory, Universal Screeners, WRAP, We are in the beginning stages of developing and implementing school programs at Baseline Academy that meet the needs of our students. This part of the process is in our next steps toward continuous school improvement.

Demographics Data

Class	Black Count	Black Percent	Other Count	Other Percent	Total Count
K	26	43.3%	34	56.7%	60
1	16	27.1%	43	72.9%	59

2	20	40.0%	30	60.0%	50
3	17	35.4%	31	64.6%	48
4	13	32.5%	27	67.5%	40
5	23	51.1%	22	48.9%	45

School Perception Survey Results

Baseline Academy Bilingual Home – School Advisor Family Engagement Plan

The home school advisor role focuses on the importance of the home to school connection for students and families, as it relates to overall academic progress. To support this role, Advisors will provide on-going professional development trainings for teachers and staff on parent communication, cultural competency, and building collaborative relationships with parents. In addition, the advisors will work closely with teachers, students, and families regarding areas of concern that require home to school collaboration. Advisors will collaborate with Baseline administration when planning family events throughout the year. Such family engagement events and activities will be centered on meeting the overall needs of our Baseline families; thus promoting the priority of academic improvement. Such activities consist of parent surveys, home visits, adult education, as well as Wrap-Around parent services and trainings.

Consistent Home Environment

- 3.5% four or more moves per year
- 71.6% did not move within the last year
- 59% eats as a family 7 days per week
- 2.8% never eat as a family

Parent Educational Background

- 12.9% some elementary school
- 9.3% completed elementary
- 13.6% some middle school
- 12.9% completed middle school
- 11.4% some high school
- 25% graduated high school
- 9.3% some college/trade school
- 0.7% college graduate
- 5.7% unknown

Interest in Parental Educational Opportunities

38.8%	family math and literacy night
25.4%	parenting class
24.6%	student dance mother/son father/daughter
15.7%	preparing for student teacher conferences
24.6%	Health Fair with screenings
20.1%	basic technology
11.2%	financial Planning
31.3%	sports/Games
55.2%	helping my child with homework
20.9%	family test night
5.2%	other

Country of origin

Mexico

USA

El Salvador

Guatemala

USA

Honduras

Based on the findings of our initial perception survey, the following criteria were created to support the Baseline family engagement model.

- **Baseline Academy will view families as an extension of our students**
- **Create a culture that models leadership qualities through building meaningful relationships with families and students**
- **Recognize the importance of family contribution and strengths as a collaborative partner for improving academic performance in students**
- **Baseline Academy will focus on empowering families with on-going parent education services that promote accountability and progress**

2015 ACTAAP Data (grades 3-5)

We are currently awaiting the 2015 PARCC data to be released to the schools by the state.

ESL Data Summary (TAGG)

Data was compiled by the Language Acquisition Facilitator using 2015 ITBS Grades 2-3

Literacy

Total 2nd grade enrollment = 50

LEP = 26 (52%) NON = 24 (48%)

*Out of the 26 LEP, 25 have ITBS data. This report is based on those 25 LEP

25% (5 students) of the LEP population is achieving. 75% (20 students) are not achieving.

Total 3rd grade enrollment = 48

LEP = 27 (56%) NON = 21 (44%)

7 % (2 students) of the LEP population is achieving. 93 % (25 students) are not achieving.

Math

Total 2nd grade enrollment = 50

LEP = 26 (52%) NON = 24 (48%)

*Out of the 26 LEP, 25 have ITBS data. This report is based on those 25 LEP

28% (7 students) of the LEP population is achieving. 72% (18 students) are not achieving.

Total 3rd grade enrollment = 48

LEP = 27 (56%) NON = 21 (44%)

30 % (8 students) of the LEP population is achieving. 70 % (19 students) are not achieving.

Mathematics Data

Data was compiled by the Math Facilitator using 2015 Beginning of the Year Universal Screener data and Beginning of the Year Scholastic Math Inventory Data

BOY BVSD Universal Screener Grades K-5 (used to assess basic number sense)

Kindergarten- There were 53 students tested. 39 students are achieving, 14 students are not achieving.

First Grade- There were 59 students tested. 38 are achieving, 21 are not achieving.

Second Grade- There were 48 students tested. 25 are achieving, 23 are not achieving.

Third Grade- There were 45 students tested. 15 are achieving, 30 are not achieving.

Fourth Grade- There were 39 students tested. 16 are achieving, 23 are not achieving.

Fifth Grade- There were 41 students tested. 16 are achieving, 25 are not achieving.

BOY Scholastic Math Inventory Grades 2-5 (used to assess math abilities and longitudinal progress towards algebra and college readiness)

Second Grade- There were 48 students tested. 5 are achieving, 43 are not achieving.

Third Grade- There were 50 students tested. 0 are achieving, 50 are not achieving.

Fourth Grade- There were 38 students tested. 1 is achieving, 37 are not achieving.

Fifth Grade- There were 41 students tested. 2 are achieving, 39 are not achieving.

Literacy Data

Data was compiled by the Literacy Facilitator using 2015 Beginning of the Year WRAP data for grades 1-5

First Grade- There were 59 students tested. 30% are achieving, 70% are not achieving.

Second Grade- There were 48 students tested. 47% are achieving, 53% are not achieving.

Third Grade- There were 45 students tested. 37% are achieving, 63% are not achieving.

Fourth Grade- There were 39 students tested. 54% are achieving, 46% are not achieving.

Fifth Grade- There were 41 students tested. 69% are achieving, 31% are not achieving.

Qualls Data

All kindergarten students were given the Qualls inventory to identify student development related to school learning. The student assessments have been turned in to LRSD and we are currently awaiting the results.

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.

In the spring, the school will reach out to the district preschools in Southwest Little Rock (Chicot, Mabelvale, Dodd, Wakefield, Geyer Springs, and Meadowcliff). The counselor and homeschool advisors will coordinate a day for the preschool students and parents to visit Baseline Academy. We will also conduct a Kindergarten Round Up in the spring to register and assess incoming Kindergarten students. Flyers will be sent home to current students in English and Spanish communicating the process of registering younger siblings for the upcoming school year.

In the spring, the counselor will collaborate with Cloverdale Middle School and Horace Mann Arts and Science Magnet Middle School to register students and assist with schedules. They will schedule a day for our students to visit the

middle schools. The counselor and GT teacher will ensure that student placement data is provided to the middle schools. All pertinent records, to include RTI data, will be shared with the appropriate school. Baseline Academy will coordinate with the middle schools and share the middle school expectations for parents and students.

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.

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, Baseline Academy is designated as a Priority School that is in Academic Distress. Given our designation various supports are being incorporated to build a more comprehensive base for our students, faculty 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 all students in our school specifically those who are not proficient according to state standards. Title I funds support a .4 math and 1.0 literacy instructional facilitator.
- Title I School Improvement Grant (1003 g) will be used to extend students' academic day for an additional 90 minutes each day, provide targeted professional development to teachers in areas of need, and allow for supplemental resources—including technology—that will benefit struggling Baseline students. Additionally, some SIG funds will be used for school personnel (one reading teacher, one home to school advisor, one translator, one youth specialist, and two classroom reduction teachers). These positions were created based on a needs assessment from the 2014-2015 school year.
- English Language Learner (ELL) State/Categorical funds are used for bilingual personnel who will assist our student ESL population along with providing additional support for family community engagement.
- National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support student needs. These positions include a reading teacher, a language acquisition facilitator and a .60 math facilitator. These positions will be evaluated using established LRSD metrics. The language acquisition facilitator is a new position to the school. Their role will be to support ELL students and their continued effectiveness at Baseline Academy.
- LRSD has successfully implemented the Healthy Hunger Kids Act of 2010 in all of our schools. The initiatives increased our fresh fruit and vegetable offerings and contributed to more variety in the application of offer versus serve. In addition, Baseline Academy has implemented Breakfast in the Classroom. Also, we have included an afternoon snack to accompany our 90 minute per day extended day offerings for students. Both programs have shown an increase in student participation for the 2015-2016 school year. Baseline students receive breakfast and snack at "no charge" per the Provision 2 Meal Service Program.
- Additional personnel have been provided from the LRSD Special Programs Department as well as ESL/Multilingual Department to support student needs.
- Baseline Academy administration is working closely with LRSD to develop a targeted plan for adult education courses and GED programming. Long-term, the goal is to provide pathways for Baseline Academy to be a hub for parents, families, and the larger Baseline community.

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.

Selecting teachers is one of the most important responsibilities of a school leader. There were many applicants for the reconstituted positions at Baseline Academy. During the interview process, there was a targeted plan to select teachers that were highly motivated and had a strong desire to meet the individual needs of our students. During this process we selected a 5th grade teacher, Heather Hodges, who is not yet highly qualified but possessed skills that aligned with our vision. She currently has an Additional Licensure Plan with a goal of completion by this school year.

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](#)

- The nurse will conduct BMI of students in grades K, 2, and 4. Letters will be sent home to parent for follow-up with their healthcare providers as needed. Obese and underweight students should consult guidance from their healthcare provider for specific guidance for the child/family.
- Obesity: Approximately 41.4% Males (~24) and 22.4% Female (~15) are obese according to Baseline BMI data for grades K,2,4,6, and 8 in the 2014-15 school year.
- Goals: The purpose of our wellness priority is to improve the health of students and instill lifelong healthy habits for students, parent, and staff; which in turn will assist to increase the academic performance of our school. Wellness activities will address nutrition education, hand washing for disease prevention, dental care, and physical fitness.

AMO: By the end of the 2015-16 school year, there will be a 1% decrease of the average Body Mass Index for students as evaluated by the Annual Body Mass Index Screening.

- Baseline Academy serves a large population of low socioeconomic students whose barriers include limited access to nutritious food on a regular basis. There is also limited opportunities for extracurricular activity due to cost and limited access to recreational facilities within the Baseline community. Limited funds also limits access to health and dental care.
- Teachers have been trained in Breakfast in the Classroom and Afternoon Snack which provides students with nutrition during the school day.
- Cafeteria staff and PE Teacher participate in district professional development.
- The school schedule reflects the required number of physical activity minutes.
- Teachers will integrate health objectives within the science curriculum.
- Teacher will utilize GoNoodle to incorporate physical activity into the curriculum.
- The PE teachers provides students with nutrition and/or physical activity objectives each week.
- We plan to offer extracurricular activities such as cheerleading, basketball, soccer, and double dutch to promote an active lifestyle
- The sale of food for revenue does not present a nutritional issue for elementary schools in Little Rock School District because ACT 1220 prohibits the sale of foods on elementary grounds during the school day except those that may

contribute to specific components by the cafeteria.

- **LRSD has successfully implemented the Healthy Hunger Kids Act of 2010 in all of our schools. The initiatives increased our fresh fruit and vegetable offerings and contributed to more variety in the application of offer versus serve. In addition, Baseline Academy has implemented Breakfast in the Classroom. Also, we have included an afternoon snack to accompany our 90 minute per day extended day offerings for students. Both programs have shown an increase in student participation for the 2015-2016 school year. Baseline students receive breakfast and snack at "no charge" per the Provision 2 Meal Service Program.**

To meet ACT 1220 wellness strategies and in accordance with the LRSD policy, the following policies will be strictly adhered to:

- **Healthier Meals:** Elementary students do not have access to vending machines. Elementary schools will not provide for purchase by students any additional foods or fluids, except milk (flavored 1% or skim milk, 100% juice and/or water. Maximum volume allowed is 8oz, single or combined.
- **No elementary students will be provided or sold extra servings of desserts, French fries, and/or ice cream. Staff will discourage/prevent the sharing of food in the cafeteria.**
- **Students are not permitted to share food or bring non-healthy (fried foods, candy, sodas) from home to the cafeteria.**

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?

Baseline Academy offers school based mental health services to our students and families. Currently school-based mental health services are being provided through Days Springs. This mental health agency currently provides services for 35 Baseline students and families. The therapist and case manager work closely with the teachers, school counselor, and behavior specialist. The therapist plays a very active role within the school guidance team. This team works to provide both support and behavior intervention strategies for student struggling in the classroom. Collateral interventions or face to face contact by a mental health professional occur between the parent and the student's teacher or school staff members on a daily bases. The purpose of collateral interventions is to bridge the gap between home and school while providing specific information about a student that will support and improve student achievement. During these sessions the mental health therapist works directly with school staff to provide explanations of student's disabilities or limitations. By having a clear understanding of the students abilities or areas of concern teachers are better prepared to develop plans and specific interventions that will support student learning in the classroom. School-based therapist develops treatment plans that focus on improving behavior or cognitive problems which either cause or exacerbate mental illness. These treatment plans include providing individual counseling services, small

group therapeutic sessions and consistent family sessions. The mental health service providers work diligently to move students toward meeting specific goals that directly impact the students' ability to be successful in the school setting.