

AR
 BOOKER ARTS MAGNET ELEM SCHOOL
 2016 BARBER STREET
 LITTLE ROCK AR 72206
 501-447-3800

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.

Comprehensive Needs Assessment

Part I

The building level review of the data included state-mandated assessments, perceptual surveys, and demographic data from the 2014-2015 school year. In addition, staff members reviewed data from school-based assessments administered at the beginning of the 2015-2016 school year. The data were reviewed by staff members during professional development sessions and grade level planning meetings on the following dates:

- May 4, 2015
- June 1, 2015
- August 12, 2015
- September 8-10, 2015
- September 17, 2015

The assessment results analyzed were the annual assessments required by the state (IOWA Assessment and ELDA Assessment), school-based assessments (Math Universal Screener, Slosson, WRAP and Emerging Literacy Survey), perceptual data (Arkansas A Schools Identity Scale, Booker Arts Magnet Parent Surveys, and the Colorado Climate Survey) and demographic data (student enrollment, ethnicity, eligibility for free or reduced priced meals, attendance rate, retention rate, office referral rate, and suspension rate). In addition, data were examined to determine the effectiveness of the new reading teacher program and the after school tutoring program implemented in the 2014-2015 school year. The reading teacher was funded through NSLA funds and provided small group targeted instruction to first through third grade students who were reading significantly below their grade level peers. The after-school tutoring program, funded through Title I funds, was offered to all second through fifth grade students who scored less than proficient on the Iowa Test of Basic Skills or the Augmented Benchmark Exam in the 2013-2014 school year. Kindergarten and first grade students were invited to participate as their needs were identified by teacher observation.

Part II

The building staff analysis of the student achievement data, school programs/process data, perceptual data, and demographic data revealed the following greatest areas of need:

Kindergarten

- Identifying letters
- Counting and cardinality

First Grade

- Using the initial letters of words and context clues to read fluently and comprehend text
- Structuring numbers to five

Second Grade

- Using phonics and word attack skills to determine the meaning of words, determining the main idea of a passage, making predictions, drawing conclusions, and making inferences

- Adding and subtracting numbers and using operational symbols correctly

Third Grade

- Understanding stated information and connecting and extending ideas
- Performing operations, interpreting data, and making predictions

Fourth Grade

- Comprehending selected text and writing in response to text
- Determining and utilizing place value in identifying numbers and performing operations correctly

Fifth Grade

- Comprehending selected text, reading fluently, and writing in response to text
- Determining and utilizing place value in identifying numbers and performing operations correctly with whole numbers and fractions

First grade students were stronger in mathematics and struggled more with vocabulary, according to 2014-2015 IOWA Assessment results. Second grade students were slightly stronger in reading than in mathematics. However, both areas were of great concern as less than 50% of students scored at or above the 50th percentile in one or both areas.

Students speaking English as a second language struggled more with reading and writing in English, than speaking or understanding spoken English, according to 2014-2015 ELDA Assessment results.

The reading teacher intervention produced greater results with second grade and ESL students than first grade, third grade, and non-ESL students. 78% (n=14) of second grade students demonstrated a year or more in growth when comparing pre and post test Slosson scores as compared to 38% in both first and third grades. 60% (n=6) of ESL students demonstrated a year or more in growth while 53% (n=17) of their non-ESL peers gained a year or more.

The after-school tutoring program intervention was more successful with kindergarten through third grade students than with fourth grade students, with percentages of kindergarten through third grade students scoring proficient or advanced in literacy and/or math ranging from 32% to 100% while fourth grade students' proficiency percentages ranged from 22% to 36%. No student achievement data were available to determine the effectiveness of this intervention for fifth grade students. The results suggested a need to closely align the skills and concepts reinforced in the after school tutoring program with the individual needs of students participating in the small group tutoring sessions.

Perceptual data were gathered from teachers, parents/guardian, and students through the following surveys:

- Arkansas A plus School Identity Scale – teachers
- Booker Arts Magnet School's Parent Survey – parents/guardians
- Colorado Climate Survey – students

Each survey instrument was very different in its structure, focus, and targeted group. Despite the differences, common areas of strength and need were identified by two or more groups. The following areas of strength were identified:

- Fine arts instruction and performance experiences for students
- High quality instruction was provided based on a rigorous core curriculum
- The collaboration of staff members with each other, with parents, and with students
- Positive school climate

The following areas of need were identified:

- Differentiation of instruction through multiple learning pathways, experiential learning, and enriched assessments
- More parental involvement opportunities
- More communication when students are struggling with mastery of core content

Areas of strength reported by students were:

- School safety, especially in the classrooms, cafeteria, and hallways, less so on the playground
- Students stated that they had someone to play with at recess

Needs noted by students, but not by parents/guardians and teachers, were:

- Students encouraging other students to do their best and be helpful to each other
- Clarity in rules and expectations

An examination of student demographic data revealed the following:

- A diverse student population – African American (58%), Hispanic (17%), Caucasian (20%), Asian (1%), and Multiethnic students (4%)
- A significant percentage of students (14%) speak English as a second language. The first languages of these students were Spanish (95%), Hmong (1%), Japanese (1%), Korean (1%), and Tagalog (2%).
- The majority of students (85.5%) met the income guidelines for free or reduced priced meals.
- Students attended school regularly with an attendance rate of 96.5%.
- Few students were retained (1.2%).
- Behavioral concerns resulted in referrals to administrators for 11% of students.
- Out of school suspensions were sanctioned to 3.2% of students for inappropriate behavior.

The building level review of student achievement data, school programs/process data, perceptual data, and demographic data resulted in the staff members collaboratively developing a multi-pronged approach for providing differentiated instruction to meet each student's needs. Response to Intervention, special education resource and self-contained services, speech therapy, OT, PT, hearing services, 504 accommodations, small group instruction by the reading teacher, and gifted and talented services were provided. Two additional interventions were created or reconfigured based on student needs identified by administration of the Math Universal Screener, Slosson, WRAP and the emerging literacy survey.

A 45 minute daily school-wide intervention period was established by restructuring the master schedule.

Assessments were administered, and kindergarten through fifth grade teachers and leadership team members examined the assessment data to identify the following focus areas for the first phase of intervention:

- Kindergarten – Literacy
- First Grade – Literacy
- Second Grade – Literacy
- Third Grade – Math

- Fourth Grade – Math
- Fifth Grade – Literacy

During these intervention periods, certified staff members, instructional aides, and the library media clerk provided targeted small group interventions based on student needs. Periodic assessments such as running records, Reflex Math, and anchor assessments will be administered to assess the effectiveness of the interventions. These assessment results will also be utilized to determine the focus of the next phase of interventions.

An after-school tutoring program will begin in early October 2015 and continue until March 2016. The tutoring program will be offered to students who scored less than proficient on the Math Universal Screener, Slosson, WRAP and emerging literacy survey. The following areas of focus were identified for the after school tutoring program:

- Kindergarten – Literacy and Math
- First Grade – Math
- Second Grade – Math
- Third Grade – Literacy
- Fourth Grade – Literacy
- Fifth Grade – Math

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.

Preschool Transition

- Booker Arts Magnet School conducted an annual kindergarten orientation for the purpose of assisting preschool students and their parents through the transition from an early childhood program into an elementary program. A pre-kindergarten class was added to the school's program during the 2015-2016 school year. A pre-kindergarten orientation was also provided to our four-year old students and their parents on August 14, 2015. Prospective kindergarten students and their parents were invited to an annual Arts Sampler evening in order to provide them with information about our fine arts course offerings. An Arts Sampler evening is scheduled for October 12, 2015 and all Little Rock School District three- and four-year old students and their parents will be invited. In addition, the Little Rock School district provided parent workshops for students transitioning into four-year old pre-kindergarten classes, students transitioning from fifth grade into middle school, and for students transitioning from middle school into high school.
- The Little Rock School District provided parent workshops to assist fifth grade students and their parents through the transition from elementary school into middle school. Each middle school conducted parent meetings and orientations to assist parents and students through the transition from elementary to middle school. Booker Arts Magnet School's counselor conducted middle school course scheduling meetings with each fifth grade student assigned to a Little Rock School District middle school and provided course scheduling information to the students' parents.

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.

Coordination of Programs

- Booker Arts Magnet School established its school improvement plan based on the needs identified in its comprehensive needs assessment.
- Booker Arts Magnet School utilized funds provided by the Little Rock School District operating budget, Title I, NSLA, Arkansas A plus Schools, and its partnership with the Love Your Schools Program and the city of Little Rock to facilitate meeting school improvement plan goals.
- Little Rock School District operating funds were utilized to provide professional development materials and supplies; leveled books, novels, and non-fiction texts; supplies to support the wellness interventions; membership in the NNPS parent involvement organization; Booker Arts Magnet School's student handbook; and to provide a stipend to the school-based parent involvement facilitator.
- Title I funds were utilized to provide stipends for teacher participation in Arkansas A plus Schools professional development and ESL professional development; materials and supplies to support the gifted and talented program; stipends for tutors and supplies for the after-school tutoring program; licensing fee for Reflex Math to assist in the differentiation of instruction; and the salary and benefits for the math instructional facilitator.
- NSLA funds were utilized to provide the salary and benefits of the reading teacher.
- Arkansas A plus Schools funds were utilized to provide arts-related materials and supplies, instrument repairs, and artist-in-residence fees.

- The Love Your Schools Program provides AmeriCorps volunteers to conduct the walking program and the gardening program. Cooking Matters classes were provided to assist parents in preparing nutritious meals. Nutrition classes were taught six times yearly by intern nutrition students from UALR. The partnership with the Love Your Schools Program also provided annual BMI screening.
- Booker Arts Magnet School was awarded a Fresh Foods and Vegetables Grant that provided healthy snacks to kindergarten through fifth grade students two afternoons each week.

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 be become highly qualified. Title I schools may only utilize currently highly qualified staff.

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](#)

Health and Wellness

Booker Arts Magnet School staff examined the results of the School Health Index Assessment and the Body Mass Index. Knowing that childhood obesity can result in higher risks of health problems and that these health problems often result in absenteeism, the staff developed a comprehensive wellness program. This program focused on good nutrition, exercise, disease prevention, health education, screenings, mental health services, and school-based activities to support wellness.

- Booker Arts Magnet School fully implemented standards CC.1-CC.1.9 and S.1 as indicated in the Health Education Module of the School Health Index with no weaknesses identified. The recommended action was to continue all programs/initiatives currently in place.
- Booker Arts Magnet School fully implemented standards PA.13/S.1/A.2, PA.14/S.2, and PA.18/S.3 as indicated in the Physical Education and Other Physical Activity Programs Module of the School Health Index with no weaknesses identified. The recommended action was to encourage the continued use of SMART Board facilitated physical activities in pre-kindergarten through fifth grade classrooms.

Required Wellness Strategies (Act 1220 of 2003)

- Nutrition is integrated into the overall curriculum during the science instruction block. Intern nutrition students from UALR provided additional nutrition instruction as a result of Booker Arts Magnet School's partnership with the Love Your Schools Program. A 25-minute physical activity period is provided daily by instructional aides. A walking program led by AmeriCorps volunteers is conducted two days weekly during the physical activity time. In addition, students participate in weekly 60-minute creative movement classes that provide physical education and dance instruction.
- Monthly professional development is provided to staff to assist them in reducing incidents of bullying. The monthly school-based professional development sessions have not addressed nutrition or physical activity to date. However, the Little Rock School District provides professional development in nutrition and physical activity each year.
- The previously mentioned nutrition classes, physical activity sessions, the walking program, and creative movement classes provide grade appropriate nutrition education and physical activity engagement. Gardening lessons led by AmeriCorps volunteers through the Love Your Schools Program also provide nutrition education.
- Two creative movement teachers provide 60-minute classes each week to all kindergarten through fifth grade students. These classes provide physical education and dance instructional activities that are directly aligned with the Arkansas Physical Education standards. Pre-kindergarten students are provided two 30-minute periods each day for gross motor exercise.
- No foods of minimal value are sold to students. Booker Arts Magnet School students are provided foods of minimal value on nine special occasions throughout the school year. Students are encouraged to make healthy food choices through receiving nutritious snacks twice weekly provided by the Fresh Foods and Vegetables Grant. Third through fifth grade students are allowed choices of food in the Breakfast in the Classroom and lunch programs. Kindergarten through second grade students receive all food items served and are encouraged to eat all foods served to them.
- Goal – All students will increase healthy eating habits, practice good hygiene, and engage in fitness activities, as indicated by increases in the attendance rate and percentages of students having ratings of "healthy" on the Body Mass Index.
- At least 85% of Booker Arts Magnet School's students will be classified as "healthy" as indicated by the Body Mass Index results for the 2015-2016 school year.

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?

School-based mental health services

Booker Arts Magnet School staff members and parents work with Living Hope, our school-based mental health provider, to ensure that identified students have received the appropriate therapy to support the students' academic achievement. Living Hope provided a full-time therapist and caseworker to support student's needs on a daily basis. Monthly medication clinics provided the appropriate medication therapy for students. The therapist and case worker observed identified students in classroom settings, provided individual counseling sessions for students, and participated in parent conferences. Living Hope also provided support for the families of identified students by assisting them in obtaining needed services and providing family counseling sessions. Medication therapy and counseling therapy were provided by Living Hope to identified students throughout the summer months.