

AR
BRADY ELEMENTARY SCHOOL
7915 WEST MARKHAM STREET
LITTLE ROCK AR 72205
501-447-3900

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.

The Brady Elementary Instructional Leadership Team met at the beginning of 2015-2016 to review our demographic data to establish our TAGG and non-TAGG students and to complete a comprehensive needs assessment for our school. Out of 445 students:

- 51.7% females
- 48.3% males
- 78.0% Black
- 4.7% White
- 17.3% Other

SPED--12 students	Pre-school--40 students	Kindergarten--91 students	1st grade--63 students
2nd grade--62 students	3rd grade--74 students	4th grade--48 students	5th grade--55 students

- Ninety percent of the students are classified as economically disadvantaged.
- Three students were retained in the spring of 2015 and are repeating that grade this year.
- Six students at this time are considered to be homeless.
- Twelve students are in CBI classrooms; 40 students receive Special Education services.
- Thirty-five receive Gifted and Talented services.
- Forty-eight students are classified as ESL students.

Since data analysis is an on-going process, student achievement data was and is still being collected from the following:

1. 2014 Arkansas Benchmark Exam scores for grades 3 - 5,
2. 2015 Iowa Test of Basic Skills (ITBS) scores for grades 1-2,
3. SOAR tests in grades 3 - 5 given quarterly to assess literacy and math performance that are based on the Common Core State Standards (CCSS) covered during that time period,
4. Universal Screeners for literacy and math administered at the beginning of 2015-2016 school year in grades K - 5
5. Writing samples in grades 1 - 5,
6. Scholastic Mathematics Inventory (SMI) scores for students in grades 1 - 5, and
7. Formative and summative unit assessments taken from Journeys and Go Math.

A report card created in September of 2014 indicated that Brady fell under the "Needs Improvement" status. It should be noted, however, in literacy our students were at the "Achieving" level. All our students performed at the 75.52% level in literacy and the TAGG group scored 75.44%. All students had a growth rate in literacy of 84.71% and the TAGG group grew 83.82%. In mathematics students were given the "Needs Improvement" status. Our students did not meet our AMO for 2014. Non-TAGG scored at the 57.82 percentile, TAGG scored at the 59.65%. Growth was at 23.26% and 26.99% respectively.

Based on the ADE Report Card released in the spring of 2015, however, Brady earn a letter grade of "B" because we met

our target goals in literacy and had a negative 3.9% achievement gap between our non-TAGG and TAGG groups with our TAGG group outperforming our non-TAGG group.

Knowing that our population is growing and ever-changing because of mobility, the Leadership and SBIT teams are meeting on a regular basis to continuously review data collected from the above-mentioned sources and to make instructional adjustments accordingly.

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.

To assist the preschool students who are housed at Brady with the transition to kindergarten, the preschool teachers take their students to kindergarten classrooms to visit during the spring. A "Kindergarten Round-Up" also is conducted each spring during which preschool students are able to register for the upcoming school year; students and their parents are given the opportunity to tour the school, meet the kindergarten faculty, observe in kindergarten classrooms, and are given information about Brady and kindergarten curriculum and expectations.

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.

Through our leadership team and SBIT meetings, as well as through our grade level planning meetings, Brady Elementary works tirelessly to ensure that our programs and services from Title I, National School Lunch Act (NSLA), and our school budget are coordinated in an effort to meet the needs of all of our students.

- Classified as a Title I school, Brady Elementary's NSLA funds are used to support all students but more specifically those students who are not proficient. These funds support the employment of 3 full-time certified positions--one reading teacher and two preschool teachers--and pay half of the salary of the mathematic facilitator. These funds also are used to employ seven paraprofessionals and the after-school tutoring program.
- Homeless students are identified and receive services outlined by the McKinley-Vento Homeless Act. Through our partnerships with Trinity Methodist Church, Kroger, and Labor of Love, students are provided school uniforms, school supplies, toiletries, and personal services. Winter coats, socks, and backpacks filled with food are provided for students by our patrons.
- LRSD funds support the speech pathologist/teacher, occupational therapist and physical therapist work together with regular and special education teachers to meet specific needs of our students.
- In collaboration with our classroom teachers, classroom volunteers serve as reading buddies and assist in mentoring and tutoring students who have been identified as needing additional support and academic assistance.

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](#)

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 option-vs-serve. We promote healthy food and beverage choices using smarter lunchroom techniques. In addition, LRSD has implemented Breakfast

in the Classroom for all of the elementary schools. All foods sold during the school day meet the USDA's Smart Snacks in School nutritional standards. In accordance with ACT 1220 of 2003, students are not allowed to access vending machines, and the school only schedules nine events where food and beverages are served.

Our full-time school nurse performs BMI screenings and vision and hearing screenings for all students. In collaboration with the community, we provide free dental screenings, as well.

Two mental health agencies are assigned to Brady to provide support in addressing student deficits in emotional, social, and academic behaviors.

At the invitation of our principal, a Cooperative Extension employee works with select grade levels to provide information related to healthy lifestyles and eating. This person works with classes to plant gardens on school property.

In compliance with state law, we provide a minimum of 150 minutes per week of physical activity. Students have access to the playground before and after school to increase physical activity.

Brady partners with UAMS medical students to provide additional activities to increase knowledge of healthy lifestyles.

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