

AR
 Forest Heights STEM Academy
 5901 Evergreen Street
 Little Rock AR 72205
 501-447-2700

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.
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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.

A comprehensive needs assessment of the entire school was completed and the data was cross-analyzed to identify the needs of educationally disadvantaged students. The campus leadership team met and developed a plan to analyze available school-wide data to determine areas for improvement. The leadership team met weekly to discuss which data would be appropriate for the purposes of school improvement, specifically as it related to educationally disadvantaged students. The leadership team was divided into sub-committees to analyze collected data. This included data from the areas of literacy, math, and science as well as parental involvement, leadership and instructional practice. Demographic data regarding the overall performance of our students as a whole and by subpopulation was also analyzed. Additionally, leadership and instructional practice were analyzed through a comprehensive observation and needs assessment of school-wide instruction conducted by Dr. Jeff Marshall, a specialist in inquiry-based instruction. Also, a needs analysis survey was given to teachers to identify perceived areas of strength and perceived areas of weakness. The sub-committees analyzed the data and prepared a succinct, but detailed report on what the data indicated about our school. These reports were summarized and compiled to create our needs assessment. Through this process, the following deficits were identified.

Demographic Data

Enrollment as of this date is 708 students, spread across eight grades plus kindergarten. Rounded to the nearest whole number, 29% of the students are black males, 22% are black females, 24% are white males, 10% are white females, 8% are identified as "other" males and 6% are identified as "other" females.

Fifty-four of our students are identified as Language Minority Students. Of these, five of our elementary students and two of our middle school students have refused services and seven are fully English proficient. In the elementary grades, fourteen boys and ten girls have been identified in grades 1-5. Twelve girls and fifteen boys are identified as LMS in grades 6-8. Thirty-eight of these students (75%) identify Spanish as their home language and 35 identify themselves as Hispanic.

Three hundred fifteen of our students in grades 2 – 8 are identified as Gifted and Talented (62% of enrollment in those grades).

Eight percent of our students are receiving special education services (56 students). Most of these students receive services for speech, but we do have a class of 10 CBI students (6 black males, two black females, and two white males) at the middle school level and offer pull-out and co-taught services for core subjects to 18 students, three of whom are elementary aged and the rest are in grades 6 – 8.

Eighteen students receive services through 504 plans (2.5% of enrolled students). Nine are black males, seven are white females and two are black females.

Literacy

Thirty students in first through fifth grade were chosen to receive reading intervention based on developmental reading levels (DRA). The Slosson Oral Reading Test was administered to thirty students first through fifth grade. The data shows

- 53% are reading at beginning kindergarten level

- 30% are reading on first grade level
- 5% are reading on second grade level

Each of the thirty first through fifth grade students was given an expository writing prompt at the beginning of the year. The data shows

- 17% scored proficient
- 53% scored basic
- 30% scored below basic

The Houghton Mifflin Reading Emergent Literacy Survey was administered to assess phonological awareness and letter/sound knowledge to thirteen of the first and second graders reading on kindergarten level. The data shows

- 38% are deficient in hearing and producing rhymes.
- 92% are deficient in hearing and producing words with the same beginning sound.
- 62% are deficient in phoneme addition
- 85% are deficient in phoneme deletion.
- 69% are deficient in blending phonemes
- 69% are deficient in segmenting phonemes
- 23% can identify all upper and lower case letters
- 8% can produce all twenty six letter sounds

Each grade level kindergarten through eighth grade was given a beginning of the year writing prompt. These are the percentages of students scoring below basic and basic in grades K -8.

- Kindergarten had 57% scoring below basic and 24% scoring basic.
- First grade had 31% scoring below basic and 43% basic.
- Second grade 2% below basic and 14% basic.
- Third grade had 13% below basic and 20% basic.
- Fourth grade had 4% below basic and 6% basic.
- Fifth grade had 1% below basic and 6% basic.
- Sixth grade had 6% below basic and 60 % basic.
- Seventh grade had 6% below basic and 8% basic.
- Eighth grade no students scoring below basic or basic.

Math

The Scholastic Math Inventory and Universal Screeners given during the first grading period revealed the following results:

- 16% of kindergarteners were basic and below basic.
- 15% of 1st graders students were basic and below basic.
- 72% of 2nd graders were basic or below basic. 74% were not fluent in addition.
- 81% of 3rd graders were basic or below basic. 18% were not fluent in addition.
- 84% of 4th graders were basic or below basic. 66% were not fluent in addition and 81% were not fluent in multiplication.
- 63% of 5th graders were basic or below basic. 32% were not fluent in addition and 36% were not fluent in multiplication.
- 67% of 6th graders were basic or below basic. 26% were not fluent in addition and 39% were not fluent in multiplication.
- 74% of 7th graders were basic or below basic. 22% were not fluent in addition and 38% were not fluent in multiplication.
- 15% of 8th graders were basic or below basic. 32% were not fluent in addition and 46% were not fluent in multiplication.

Science

5th Grade Science

Our baseline of data for 5th Grade reveals that overall, 79% of our student population scored proficient/advanced on the ACTAAP, based on our school profile.

However, 37% of our African American students performed basic/below basic; 32% of our economically disadvantaged students performed in the basic/below basic range.

In addition to these populations, 50% of the Hispanic students in 5th Grade scored proficient/advanced. 40% of our students with disabilities scored basic/below basic.

7th Grade Science

Our baseline of data for 7th Grade reveals that 32% of our students population scored proficient/advanced on the ACTAAP, based on our school profile.

78% of our 7th Grade students performed at the basic/below basic level. 78% of the African American students performed at the basic/below basic level.

79% of the Hispanic students performed basic/below basic. 82% of our economically disadvantaged sub population scored basic/below basic.

100% of our students with disabilities scored basic/below basic.

Leadership & Instruction

Based on a visit and school wide observation conducted by Dr. Jeff Marshall, the following areas of need were identified:

- Questioning: The questioning fell almost exclusively in the understanding and recall level. In terms of teacher

questions, the vast majority occurred in the form of peppering students with "what" questions or short answer questions that require a single word or number. In many classes, students were not expected to question much at all.

- Debrief/Closure: Most lessons end with the teacher simply transitioning to the next subject or class period, or a brief statement such as we will pick up here tomorrow, your work is due tomorrow
- Formative Assessment: most teachers are still missing out on this opportunity to capitalize on improving instruction and learning based on student feedback.
- Use of Technology: Computer technology was used to some degree during most every observation. However, a challenge is getting teachers to meaningfully integrate content with the use of the technology. It is difficult to know if the quality and rigor of the content related to the technology was frequently lacking because standardized tests were done and thus technology has become more of a "fun" thing instead of an engaging deep learning experience.

A K-5 survey of elementary teachers in the building identified the following areas as areas in which they would need additional professional development:

- Data analysis
- Developing common formative assessments
- Increasing rigor and relevance
- Designing interdisciplinary units
- Developing 5 E Lesson Plans
- Technology Integration
- Classroom Management

Parental Involvement

Data collected from the Title One Parental Involvement Annual Evaluation Survey:

Of Parents surveyed-

- 90% reported being offered information/suggestions on how to support their child's academic achievement
- 45% reported being asked how the school could improve the parent involvement program
- 80% reported receiving progress reports online or from the school
- 65% reported that a Title One program helped their child to learn

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.

Forest Heights STEM Academy (FHSA) is committed to providing a safe environment where all students can experience success to be ready for the next grade level and beyond. FHSA completed our inaugural year in 2014-2015. For the inaugural year, FHSA held several transition meetings throughout the local community. Since Forest Heights STEM Academy does not have a receiving school zone, students who seek entrance complete a student application form. A scramble process (random, computerized) is held for eligible students who meet all criteria where preference is given to students in the current Forest Heights STEM Academy shadow zone (2 mile radius) along with sibling preference. Once open enrollment is completed in November of 2015, 60 kindergartners will be selected for entry. Once the kindergarten students are identified, FHSA will hold an orientation meeting for parents of incoming kindergartners, where they can participate in activities at school and meet the teachers.

We will create a kindergarten transitions workshop to help parents prepare themselves and their students to move from home or pre-K programs to the elementary school setting. We will also solicit feedback from parents through surveys and other forms of feedback.

Is this a secondary school?

Yes

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.

Forest Heights STEM Academy (FHSA) is committed to providing a safe environment where all students can experience success to be ready for the next grade level and beyond. FHSA completed our inaugural year in 2014-2015. For the inaugural year, FHSA held several transition meetings throughout the local community. Since Forest Heights STEM Academy does not have a receiving school zone, students who seek entrance complete a student application form. A scramble process (random, computerized) is held for eligible students who meet all criteria where preference is given to students in the current Forest Heights STEM Academy shadow zone (2 mile radius) along with sibling preference. Once open enrollment is completed in November of 2015, 25 sixth graders will be selected for entry. Once the sixth graders are identified, FHSA will hold an orientation meeting for parents of all incoming sixth graders. Seventy-five of the current 5th graders will automatically transition to 6th Grade. For the 2016 school year, FHSA will hold a 6th grade orientation to ensure a smooth transition to the secondary program.

We will create a 6th grade transitions workshop during 6th grade orientation days designated by LRSD to help parents prepare themselves and their students to move from the elementary to secondary level. We will also solicit feedback from parents through

surveys and other forms of feedback. The middle school counselor will work with the high school counselors and students to plan and forecast their 9th grade year.

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.

FHSA will support and coordinate our ELL, SPED, and Title I, services to maximize academic support to all students. The school will also continue to develop a positive working relationship with our school district and outside agencies. FHSA will utilize our school district liaison, behavior specialist, SBIT Team, psychologist and counselors to work closely with our agencies (PARK, Living Hope, and other service agencies) to help support the students of FHSA and their families. FHSA will keep a documented sign-in sheet of all contacts and agencies and hold meetings with them on a needed basis. Weekly team meetings are held to address student achievement concerns and coordinate the challenges of each. FHSA is identified as provisional school where breakfast and lunch are offered to all students. Due to FHSA's status as a provisional school, parents are not required to complete the free and reduced meal application this year.

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](#)

FHSA addresses the childhood obesity Act 1220 of 2003 by annually assessing body mass index (BMI). BMI was assessed for 371 students in 2014-2015.

Overall, BMI classification results for Forest Heights Stem Academy show:

- approximately 16.7% of all children measured were in the OVERWEIGHT category
- approximately 16.7% of all children measured were identified as OBESE.

FHSA with the LRSD is committed to creating a school that promotes health and sound nutrition, physical activity, general wellness and high academic achievement. FHSA integrates nutrition (BIC) and physical activity into the overall curriculum. Through the physical education department, FHSA implements the following:

Physical:

- extracurricular activities
- Jump Rope for the Heart (K-5)--a fun and exciting way we help raise money for the American Heart Association as well as keep hearts healthy and strong! Jump Rope for Heart lasts 2 weeks and concludes with a Jump Party on the basketball courts.
- The 100 Mile Club (K-8) is a before-school program where students' miles are tracked each day. Students volunteer to participate in the 100 Mile Club which meets on Monday-Friday for twenty-five minutes. It is a fun way for kids to start their day, wake them up, and learn how great it is to set a goal and achieve it. Of course, it is also a great way to get our youth outside and exercising.
- Field Day (K-8)--Outdoor physical activities and games

Social/Emotional:

- Go Green Club
- tutoring/volunteers

Academic:

- RTI

Behavioral:

- SBIT (individualized behavior incentive plans for students with specific behavioral needs)
- Behavior Specialist -small group interventions, truancy support (e.g. attendance and tardiness, family meetings, home visits)

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?

FHSA utilizes Living Hope and other health/social agencies who offer assistance to help students reach success. Each agency supports the school by providing supplies, materials, mental health services, and out-of-school care and support.