

AR
GIBBS MAGNET ELEMENTARY SCHOOL
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LITTLE ROCK AR 72202
501-447-4900

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.

For a CNA of our whole school the following data was reviewed:

Student Achievement Data:

In **Literacy** we reviewed state mandated assessments (IOWA and Augmented Benchmark Tests), teacher created formative assessments (TLI), district assessments (TLI) and/or perceptual surveys. Based on our review of annual assessments, intermittent assessments and progress monitoring data, the three year history of available student data relative to literacy strongly encourages priority concerns for African-American and Economically Disadvantaged Students in the content strands of Vocabulary, Reading Comprehension, and Language Concepts. Particular emphasis should be placed on grammar in writing as well as content area reading and writing in the open-response format. In **Mathematics** we reviewed state mandated assessments (IOWA and Augmented Benchmark), teacher created formative assessments, (TLI) district assessments (TLI) and/or perceptual surveys. Our analyses suggested areas of growth overall in our students that are performing at or above grade level. Areas of weaknesses include (Performance of All students and TAGG students in the areas of Geometry in 3rd grade; Geometry, Algebra and Measurement in 4th grade and Numbers in Base Ten, Algebra and DAP in 5th grade.

Improved Leadership Data:

Our Campus Leadership Team and Title 1 Committee considered the following data in order to address the leadership of our school as it relates to school performance data, classroom observations, school communications and collaborative team meetings. A collection of the following artifacts were reviewed such as staff bulletins, grade level meeting agendas, professional development requests, and leadership team meetings agendas. Based upon a review of this data our next steps will include a careful review of the data and greater emphasis will be placed on the analysis of the data.

Perceptual Data:

A survey was conducted by LRSD Planning Research and Development Department which solicited information from parents and community stakeholders to provide their perception of our school and how it functions. This data revealed that our environment is safe and conducive to learning. Our next steps will include continued open communication between school and home through Parent Link, school weekly newsletter, event labels, email, text messages, etc.

Discipline Data:

After reviewing our school's discipline data, it was strongly determined that our main concern is tardies. Our school's Discipline Committee met and solicited input from our school staff and parents to address this issue. Due to students' late arrival to school, the majority of the teachers expressed concerns that students' learning was compromised. Our next steps include a careful review of tardies and a method to address this concern. A new tardy policy has gone into effect with the daily notification to parents of their child's tardiness to school.

STUDENT DEMOGRAPHICS

- Gender
 - [Female 53.5%](#)
 - [Male 46.5%](#)
- Ethnicity
 - [Hispanic/Latino 4.3%](#)
- Race
 - [Asian 1.7%](#)
 - [Black - African American 60.8%](#)
 - [White 30.6%](#)
 - [Two or More 7.3%](#)

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 order to address the transition from early childhood programs into the regular education program, the Pre-Kindergarten class is involved in the following:

- All school musical performances
- Step Up Day
- Field trips
- Guest presentations
- Parent Conferences
- Exposure to International Studies themed activities
- PTA events and meetings
- GT enrichment, 30 minutes per week
- Monthly classes at the community garden

To address our Fifth Grade students transitioning into a middle school setting, the following activities will take place:

- Individual conferences conducted by the school counselor
- Shadowing a student at the middle school level
- Middle school presentations to fifth grade classes
- Guidance lessons based on middle school transition
- Anti-bullying lessons from Minitown
- Student partnership from neighboring middle school
- FBI Fun Fridays
- School-based Competitions such as Geography Bee, Destination Imagination, and Science Fair

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.

At the beginning of the year, all budgets are carefully reviewed and presented before the school staff. All staff input is solicited for the efficient allotment of funds. The principal and school leadership team meet to discuss needs and priorities for the school year. Those discussions center around the professional needs of teachers and the needs of our student population. Given these discussions collaborative input is sought and site based decisions are made accordingly. The Title One Committee carefully reviews the total budgetary needs of the school and we decide as a committee as to how those funds will be used throughout the year to support student achievement. Currently, Gibbs Magnet School is designated as a Needs Improvement School but not in Academic Distress. Given our designation various supports are being incorporated to build better structures (i.e., student academic support, alignment between our curriculum, instruction and assessment. Having improved structures will provide a more comprehensive base to support our students, faculty, staff 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 the math instructional facilitator and reading teacher.

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](#)

The following questions and answers address the Wellness Requirements of ACT 1220 of 2003:

How is the school utilizing the School Health Index assessment and the Student Body Mass Index Data to contribute to improving student health and achievement?

- The Gibbs SHI from May 2015 identified only a few weaknesses: One weakness already addressed was that the school now exceeds the ADE requirement for physical education by 30 minutes per week. Another weakness identified was the time constraint for additional minutes of physical education during a regular school day. A third weakness is that cafeteria workers are not CPR/First Aid certified; however several lunch time supervision aides are certified. The offering of CPR classes is continued for the 2015-16 school year. Overall, the Gibbs 2014-2015 BMI Assessments classifications results are - 18.9% of all children measured were in the OVERWEIGHT category (males 14.3%, females 22.7%) and 23.8% of all children measures were identified as OBESE (males 26.8%, females 21.2%). Physical activity is not only provided during PE classes, but also at recess (including rainy day recess) and in classrooms for brain breaks and energizer activities. Students are encouraged to participate in the Little Rockers Kids' Marathon with training occurring both at school (on the Dr. King Freedom Trail) and at home, PTA Walk-a-thon at recess, Earth Day Parade, Good Citizen Reward activities, and Gibbs Games (field day). All Gibbs students also participate in planting, nurturing, and harvesting fresh food in the Dunbar Community Garden.

How is the school comparing the physical education and health education assessment from the School Health Index assessment to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework?

- The health topic designated on the Gibbs SHI from May 2015 concerned "Safety." Gibbs scored 100% on the Health Education portion of the SHI with strengths identified as the addition of the new paved walking track, "The Dr. King Freedom Trail," which was installed for students and staff to utilize. The LRSD Science/Health curriculum is provided in all grades. Fourth graders have blood pressure checks. Only one weakness was identified, and it was addressed last year. The school exceeds the ADE requirement for physical education. The Gibbs certified physical education specialist has 60 minutes of contact time per week with each class. Classroom teachers give students physical energizer activities during the day to stimulate thinking through "GoNoodle" on the Smartboard. Gibbs scored 100% on the Physical Education and Other Physical Activity Programs portion of the SHI. These all related to safety practices. Strengths included the physical education specialist's role in overseeing playground safety and in respecting the diverse student needs for physical education, and the utilization of "GoNoodle" in classrooms for brain breaks with physical activity. A weakness identified is the time constraint for additional minutes of physical education during a regular school day.

How is the school assisting with the implementation of the nutrition and physical activity standards developed by the school nutrition and physical advisory committee (District Wellness Committee) with the approval of the Arkansas Department of Education and State Board of Health?

- Arkansas ACT 1220 prohibits the sale of foods on elementary grounds during the regular school day; therefore students at Gibbs do not have access to vended food. The teachers voted years ago to eliminate vended food in the Gibbs staff lounge.
- Except for the nine identified school events allowed annually by ADE, Gibbs does not serve, provide access to, or use as reward any foods of minimal nutritional value or competitive foods.
- Gibbs implements grade appropriate nutrition education through the science and physical education curricula and through monthly Dunbar Community Garden classes.
- Gibbs provides a healthy school environment.
 - No food or beverages are used as rewards.
 - The school cafeteria follows federal, state and district nutritional guidelines.
 - Scheduled lunch periods are provided daily.
 - Student hydration is encourage through visits to the water fountain and the use of personal water bottles in the classroom.
- Gibbs has a School Wellness Committee that includes: the school nurse, the physical education specialist, and

International Studies specialist with input from Cafeteria Manager and the Dunbar Community Garden Manager, as needed.

How is the school integrating nutrition and physical activity into the overall curriculum?

- Provide physical education for 60 minutes per week;
- Promote a positive wellness environment in the classroom, the cafeteria, and the playground that will foster healthy student choices including participating in physical fitness activities during rainy day recesses;
- Encourage the availability for better student hydration and conservation of water school-wide;
- Pursue possibility of a live performance (play, opera, etc.) that connects the annual theme with living a healthier lifestyle either through physical activities or nutrition.
- Promote hunger awareness during "Hunger Action Month" in September and for World Food Day the week of October 16 annually.
- Encourage donations of nutritious boxes of cereal and cereal bars for the annual World Food Day Cereal Drive in October that provides breakfast cereal for the counselor's Food for Kids Backpack Program.
- Encourage donations of nutritious food in December for the Gibbs Giving Tree Canned/Boxed Food Drive which is distributed among four or five identified Gibbs families annually.

How is the school ensuring that professional development for staff includes nutrition and physical activity issues?

- During monthly faculty meetings, staff members will have the opportunity for healthy snacks and a physical energizer. Issues relating to nutrition and physical activity will be addressed as needed in monthly faculty meetings. Staff will be encouraged to participate on the Dr. King Freedom Trail, Earth Day Parade, and Gibbs Games.

How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity?

- The LRSD Curriculum in the area of Health and Science address the importance of good nutrition and physical activity.
- The Physical Education Curriculum also addresses grade appropriate nutrition education and physical activities.
- All Gibbs students walk to the Dunbar Community Garden for grade level appropriate nutrition lessons as they plant, grow, and harvest fresh foods and care for food-producing animals.

How is the school enforcing existing physical education requirements?

- Exceeding ADE requirements with 60 minutes of physical education with a certified PE teacher each week in our school's master schedule;
- Promoting classroom physical activity with brain breaks through "Go Noodle."
- Encouraging involvement in school and community wellness activities through participation in the School Health Index, Alliance for a Healthier Generation, the Little Rockers Kids' Marathon, Jump Rope for Heart, "Let's Move", "GoNoodle," the Dunbar Garden, "Guinness Book of World Records" Challenges, the "Good Citizen" Reward Activities, Gibbs Games, and various community opportunities available to all students.

How does the district ensure pursued contracts that both encourage healthful eating by students and reduced school dependence on profits from the sale of foods of minimal nutritional value?

- 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-vs-serve. In addition, LRSD has implemented Breakfast in the Classroom in 32 elementary schools and Grab N'Go Breakfast at two middle schools. All programs have shown increased student participation. Most importantly, the LRSD has 32 schools that participate in the Provision 2 Meal Service Program, which affords students the options at those schools to receive the breakfast and lunch meal at "no charge."
- The sale of foods for revenue does not present a nutritional issue for elementary schools of LRSD because Arkansas 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. In addition, LRSD's middle and high schools are held to restrictive guidelines regarding the sale of foods during the school day because of recent Healthy Snack Legislation. No longer is profit a competitive issue with nutritional value for LRSD because of new initiatives and regulatory compliance.

What are the school's goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of students?

- Wellness activities will provide nutrition and physical fitness education for the development of improved health habits and the promotion of a healthy lifestyle for all students.
- Improve student awareness about nutrition and physical activity opportunities available for the development of lifelong healthy habits.
- Provide nutrition and physical fitness opportunities for the development of healthier bodies.
- Global awareness activities will provide peace, hunger, and environmental education and service opportunities available to all students for the promotion of a healthy planet.
- Improve student awareness about environmental and social concerns that impact their lives.
- Provide service opportunities for the development of healthy choices in caring for the earth and her people.

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?

Our school utilizes LRSD Mental Health Services as needed to address the emotional needs of our student population. The school counselor, the regular classroom teacher and mental health provider work collaboratively with student and parent to address all concerns as warranted. The mental health provider meets with the classroom teacher on a regular basis to discuss how the student is performing academically and to determine their needs. Then, the mental health provider sets up a schedule to meet with the student on a regular basis.