

AR
Henderson Middle School
401 Barrow Road
Little Rock AR 72205
501-447-2800

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 Literacy:

Our Leadership Team, is a committee of building and community representatives, at Henderson Middle School to assist with collecting, analyzing and reporting student performance in Literacy. A major responsibility of the Departments' efforts involves a thorough examination of available test results. We review/reviewed reports that could be used to document students' main areas of weakness, which helped to enable systems for monitoring student progress and planning appropriate school responses that center on student achievement.

As we focused on data, we studied SRI, TLI, Attendance, Disciplinary Sanctions, and Achievement Data. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. The need to do so was recognized as an important step toward a better understanding of the trend data, which resulted in better identifying the areas of need and help toward aligning classroom instruction with the district-based curriculum, assessment and professional development.

In order to dig deeper for the root cause why more of our students are not achieving to the full potential, we examined our routines, rituals, norms and expectations. Our 2014 Supporting Data Statements show the discrepancies in achievement, among our various sub-populations. We modified our curriculum, instruction, assessment and Professional Development practices to better meet the needs of our total student population. Based on our Data Analysis, we came to the conclusion that the following areas should receive the highest priority: Literary and Informational text, Argumentative Writing and Responding to Literature, and Content Writing. We will select interventions and coordinate our various state and federal funding sources to address these areas of greatest need.

In addition, systems for reviewing formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction are perpetual in nature. Plans exist to meet in collaboration teams and as an entire faculty monthly. Data that reflects student performance and progress is examined regularly. By achieving all that is included in our school improvement plan, the faculty, staff, parents, students, and members of our community leaders will be able to support each challenge related to "Accelerating Achievement for ALL Students."

The building level review of data included but was not limited to, Little Rock School District mandated assessments, LRSD Writing Assessment, Writing, perceptual surveys of professional development activities; and perceptual surveys from parents; students and teachers. Our analyses suggested areas of strengths such as writing using multiple choice and grammar, as well as weaknesses that were Argumentative Writing and Responding to Literature, and Content Writing. To assist us in realizing building level improvement goals, the building level instructional leaders will provide the following:

meaningful guidance with classroom walkthroughs,
focus walks and teacher conferencing and
support for all staff by providing on-site, ongoing professional development and mentoring from principals and building level coaches.

Our building level Literacy Coach will support teachers' content area needs and assist in the development and use of effective methods for the delivery of literacy instruction. We will all be accountable for the implementation of the building's selected interventions, tiered activities, Study Island, READ 180 and/or processes that will ensure student and staff learning targets.

The area of weakness of greatest concern across our combined student population is in reading Informational Text, Argumentative Writing and Responding to Literature. Also, our various sub-populations have additional deficiencies. Our African American, Hispanic, and Economically Disadvantaged students are weaker in content reading and in open response questions. Finally, our students with Disabilities struggle with content reading in multiple choice as well.

Comprehensive Needs Assessment Math:

Our Leadership Team, is a committee of building and community representatives, at Henderson Middle School to assist with collecting, analyzing and reporting student performance.

We reviewed reports that could be used to document students' main areas of weakness, which helped to enable systems for monitoring student progress and planning appropriate school responses that center on student achievement. As we focused on data, we studied Attendance, Disciplinary Sanctions, TLI and SMI. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. The need to do so was recognized as an important step toward a better understanding of the trend data, which resulted in better identifying the areas of need and help toward aligning classroom instruction with the school-based curriculum, assessment and professional development. In order to dig deeper for the root cause why more of our students are not achieving to the full potential, we examined our routines, customs, norms and expectations. We are modified our curriculum, instruction, assessment and Professional Development practices to better meet the needs of our total student population. Based on our Data Analysis, we came to the conclusion that the following areas should receive the highest priority: The Number System, geometry, and measurement, . We will select Interventions and coordinate our various state and federal funding sources to address these areas of greatest need. In addition, systems for reviewing formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction are perpetual in nature. Plans exist to meet in departmental teams, collaboration meetings by grade level and as an entire faculty monthly. By achieving all that is included in our school improvement plan, the faculty, staff, parents, students, and members of our community leaders will be able to support each challenge related to "Accelerating Achievement for ALL Students."

The building level review of data included but was not limited to Little Rock School District mandated assessments (SOAR, TLI, grade level common formative assessments, perceptual surveys of professional development activities; classroom walkthrough data; and perceptual surveys from parents; students and teachers; our analyses suggested areas of strengths (Algebra and Statistics and Probability) and weaknesses (Open response in all strands and The Number System) in our building. To assist us in realizing building level improvement goals, the building level instructional leaders will provide meaningful guidance with classroom focus walks and teacher conferencing and support for all staff by providing on-site, ongoing professional development and mentoring from principals and building level coaches who will support teachers' content area needs and in the development and use of effective methods for the delivery of mathematics instruction. We will all be accountable for the implementation of the building's selected interventions (tiered activities, programs, and processes) that will ensure student and staff learning targets.

The area of weakness of greatest concern across our combined student population is: answering open ended questions, measurement, and The Number System.

45-DAY PLAN

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

The principal should establish a true and effective leadership team consisting of the principal, assistant principals, and teachers who lead the instructional teams and other key professional staff.

ADE Recommendation 2:

The leadership team should have written statements of purpose and by-laws for operating and maintaining meeting agendas and minutes.

ADE Recommendation 3:

The leadership team should clearly identify the two to three innovations expected to significantly improve student learning and include the goals and data needed for evaluation of those innovations

ADE Recommendation 4:

Plans for improving instructional practice and increasing student achievement should be implemented with the same enthusiasm and detail as the plan for improving discipline has been.

ADE Recommendation 5:

More focus is needed on improvement goals. The leadership team should set yearly learning goals based on student progress data and monitor progress towards these goals at least quarterly.

ADE Recommendation 6:

The internal SIS should be fully utilized to assist administrators to provide instructional leadership for teachers to improve professional practice and increase student achievement.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

Preschool Transition

2. Is this an elementary school?

No (not applicable, this school is not an elementary school)

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.

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.

Henderson in conjunction with the Love Program offers a 3 week summer program for rising 5th graders who will be entering 6th grade in the Fall. This program provides academic enrichment and orients students to the practices, routines and procedures of Middle School.

Elementary feeder school also come to Henderson to shadow 6th graders so that those 5th graders can experience Middle School culture prior to coming to Middle School.

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.

Henderson Middle School will ensure that staff members that are responsible for programs supported by federal, state, and local services are involved in the assessment of needs, thereby determining the allocation of federal and state funds. A Henderson Middle School teacher that serves as the grant coordinator assumes responsibility to make sure coordination between programs occurs. Furthermore, ensuring that any Title I funded staff members are given time to work with staff members that manage federal, state, and local programs will advance the coordination of programs.

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 including Henderson. 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 including Henderson. All programs have shown increased in student participation. Most importantly, the District 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".

Henderson Middle School is held to restrictive guidelines regarding the sale of foods during the day because of recent Healthy Snack Legislation. No longer is profit a competitive issue with nutritional value for Henderson Middle School because of new initiatives and regulatory compliance.

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?

Henderson Houses four Mental Health Agencies:

Life Strategies offers counseling services to children, adolescents, adults, couples, and group psychotherapy in a warm, safe and supportive environment. Services are offered for a wide variety of mental health concerns, including depression, anxiety, stress, childhood abuse and trauma, family and relationship issues, grief and loss, and addiction recovery. The staff at Life Strategies is composed of a group of highly trained and experienced licensed professionals, holding Masters Degrees and PhD's.

Pinnacle Pointe Behavioral Healthcare provides a full continuum of behavioral healthcare services. We specialize in mental health treatment for children and adolescents. The programs include:

- Acute inpatient care

- Residential inpatient care
- Partial Hospitalization
- School-based services
- Outpatient services
- Day treatment services

Living Hope provides a comprehensive array of behavioral health services for adults, adolescents, children, and their families. It is Living Hope's belief that human beings need more than just help to overcome mental illness; they also need hope.

Living Hope has developed a comprehensive program for outpatient services, which addresses the physical,

New Beginnings Behavioral Health Services, LLC (NBBHS): is dedicated to strengthening Arkansas' families and communities by providing a continuum of quality educational and behavioral health services.

Outpatient Behavioral Health Services are provided from our main office in Little Rock, Arkansas, as well as in schools, client's homes, and other appropriate community locations in Pulaski County.

NBBHS Outpatient programs provide comprehensive, cost effective and multidisciplinary treatment to persons who do not need 24 hour inpatient care.

The multidisciplinary team is comprised of a board certified child Psychiatrist, APRN, Licensed Clinical Social Workers, Licensed Professional Counselors, Licensed Master Social Workers, Licensed Psychological Examiner-Independent, Licensed Associate Counselors and Paraprofessionals.

psychological, sociological and spiritual needs of our clients.